DOCUMENT RESUME

ED 135 975 CE 009 808

AUTHOR Snyder, Jane
TITLE Bibliography on Life/Career Planning.
INSTITUTION Appalachian State Univ., Boone, N.C. Center for Instructional Development.
PUB DATE 76
NOTE 229p.

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Career Change; *Career Choice; *Career Planning; Educational Objectives; Environmental Influences; *Goal Orientation; Higher Education; Job Search Methods; Life Style; *Occupational Choice; Occupational Information; Occupational Mobility; *Vocational Development

ABSTRACT

Developed for use in a university life/career planning course, this bibliography applies the principles of business management to personal and occupational planning and career development. The first part of the document contains the model for life/career planning which includes student activities in decisionmaking, personal and environmental analyses, self-management, and stating objectives. The annotated bibliography covers the following areas: What life/career planning is all about; self-knowledge as planning base for objectives; interest, values and beliefs as guidelines for decisionmaking; environment; exploring the world of work for a career; self-concept and life purpose; objective setting and strategic action plans (for personal growth, career development, social responsibility, entry into the job market, achieving a self-management capability, positive attitudes and motivations, and developing creative capabilities); behavior control; job promotion; and making mid-career job changes. The third section contains sources of information on occupations and career fields. Author and subject indexes are included. (TA)

****

* Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original. *

****

ED135975

BIBLIOGRAPHY

ON

LIFE/CAREER

PLANNING

by

JANE SNYDER

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

1976
EDITION

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Jane Snyder
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

CENTER FOR INSTRUCTIONAL DEVELOPMENT
Appalachian State University
Boone, North Carolina 28608

CE 009 808

Copyright © 1976 by Jane Snyder and Lloyd J. Hughlett, Boone, North Carolina 28608

Printed in the United States of America

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the author.

1976 EDITION

Design and cover by V. Roger Gaither

Typing and layout by Lianne Mattar

Preface and Acknowledgements

Appreciations are particularly expressed to Lloyd J. Hughlett who came to the College of Business, Appalachian State University, in 1973 as Executive in Residence to apply the principles of business management to personal and occupational planning and career development. Dean William Muse and Dean Richard Sorenson respectively of the College of Business at the University of Nebraska and Appalachian State University recognized the need and encouraged the development of a curriculum in Life/Career Planning. With the support of Drs. O. Paul Sanders and J. Edward Harrill a credited course in Life/Career Planning was initially offered through the College of Business for all university students from 1974-1975.

During this period instructional materials were collected and organized for the course. Professional counselors were consulted on the most effective techniques and planning models to be used in a group approach for conducting a class in Life/Career Planning. Ways were sought by which the planning needs of young adults could most effectively be achieved both educationally and for transition into a work field after completing their post-secondary education.

Many educators expressed concern over the absence of efforts in satisfactorily assisting students in becoming self-sufficient in acquiring planning capabilities. For the large part schools were simply pushing students along to a next higher grade or institution in hopes that "they would discover themselves" subsequently as to self-identities and vocational directions.

With funds from a Ford Venture Grant, efforts were continued to develop a written curriculum aimed at an eighteen to twenty-two year age group. A summary of the results from this course, together with supporting bibliographical references, are included in this first edition of a *Bibliography on Life/Career Planning* compiled and published under the auspices of the Center for Instructional Development. This first edition is intended primarily for use within the University itself.

It is recognized that this first edition, limited in length and content, is subject to amendments and improvements. Its present design is to provide a foundation for personal objective setting and current references on planning and occupational information. The 1977 edition will expand the introduction to emphasize strategic action planning and controls over behavior to effect implementation for achieving objectives. Illustrations and models, which where limited herein by budget and production facilities, will be increased. Further library research, together with assistance from professional associations, will aim at improving the currency of vocational information.

With future annual editions, efforts will be directed towards improving the art and science of planning. This hopefully may be accomplished through the cooperation of the many disciplinary divisions in universities, particularly schools of business acquainted with the theories of management and its applications to self-management and schools of education in teaching methologies and the practices of applied human behavior. Improved learning processes are needed to assist students in acquiring skills for self-management. No one department or college of any university has the potentials for developing and providing this educational process.

Innovative educators must strike out in their own independent efforts to achieve new methodologies in counseling practices. Much yet remains to be accomplished in breaking through and establishing new results from the research and learning frontiers applicable in counseling. Creative efforts will rest largely upon a few men and women willing to break with the statism of the past. The majority of counselors in our school systems cannot meet the challenges required by new technologies and the requirements of change needed in mass education. Fortunately we are already beginning to see breakthroughs in some colleges and universities.

CONTENTS

Page

Preface and Acknowledgements i

Model for Life/Career Planning by Lloyd J. Hughlett 1

- Establishing a Personal Planning Base 7
- Model for Decision Making and Life/Career Planning 9
- Personal Analyses and Self-Understanding 10
- Environmental Analyses Help Us Cope With Process of Change 26
- Key Result Areas for Personal Success, Happiness, and Satisfaction 32
- Objective Setting for Self-Management 60
- Steps in Setting Life/Career Objectives 67
- Examples of Objectives and Their Critiques 68

Annotated Bibliography 95

1. What Life/Career Planning Is All About 95
2. Self-Knowledge as Planning Base for Objectives 99
3. Interest, Values and Beliefs as Guidelines for Decision Making 103
4. Your Environment: Present and Future 107
5. Exploring the World of Work for a Career 112
6. Self-Concept and Life Purpose 116
7. Objective Setting and Strategic Action Plans 121
8. Objectives and Action Plans for One's Personal Growth 125
9. Objectives and Action Plans for Career Development 130
10. Objectives and Action Plans for Social Responsibility 135
11. Objectives and Action Plans for Entry into the Job Market 140
12. Objectives and Action Plans to Achieve a Self-Management Capability 144
13. Objectives and Action Plans for Positive Attitudes and Motivations 148
14. Objectives and Action Plans for Developing Creative Capabilities 152
15. Controls Over One's Behavior Is the Key to Desirable Performances 156
16. Moving Into and Up on the Job 160
17. Making Mid-Career Job Changes 164

Sources of Information on Occupations and Career Fields 168

- Books on More Than One Occupation 169
- Series on Various Occupations 171
- Articles from Periodicals on Jobs, Occupations, of Career Fields 173

Author Index 203
Subject Index 208

INTRODUCTION

MODEL FOR LIFE/CAREER PLANNING

by

Lloyd J. Hughlett

We are all committed to a thinking process which we call planning. This goal-setting characteristic of rational beings is usually designed for concrete results. Some plans have very short terms. Their purposes may be accomplished within a day, several weeks or months. Some take much longer. They require controlled behavior and purposeful efforts over a period of many years.

Young adults have mixed reactions when it is proposed that they set life and career goals for themselves.

- "How can I plan for what I want to do or become? I don't know even myself nor what I can do or should become."
- "You can't plan for an uncertain future. Everything happens by luck or chance anyway. I'm simply going to have to wait and see what will happen to me."
- "I don't even know myself so how in the hell can I know what I should do with myself."
- "How do I go about planning for an uncertain future? The idea seems stupid to me. Planning may be all right for "business, maybe...but" I don't see how it applies to me."

Planning is fairly simple to define. It aims at utilizing in the best ways possible our time and abilities to accomplish certain specific results some time in the future. Results from objective setting are intended to provide us with desired satisfactions or happiness.

These later terms are intangible measurements of successes in our life or work. Often they may be the only measurements we can use to describe desired results of life and career plans. Other measurements are more tangible. They may consist of a nice home, wages or earnings, promotions, titles, an expensive foreign car, a carpeted office, ratings received on results from work, and recognition as benefits or privileges attached to promotions.

We plan activities to obtain certain results from them. We plan the use of our leisure time, participation in sporting events, social activities, study programs or almost any effort in which we put time, money, our special interest or aptitudes. Their results prove satisfying to us in meeting certain needs or a level or our expectations.

WHAT IS LIFE AND CAREER PLANNING?

- **THE ART AND SCIENCE OF SELF-MANAGEMENT**
- **CONTROL OVER BEHAVIOR TO ACHIEVE GOALS**
- **ORDER AND PURPOSE IN ALL LIFE ACTIVITIES**
- **ABILITY TO ADJUST TO A WORLD OF CHANGE**
- **HAPPINESS FROM ACHIEVING IMPORTANT GOALS**

Most of our planning is done on an informal and short-term basis. We implicitly or intuitively adopt a course of action from which we anticipate certain immediate benefits or effects. Generally these effects will be positive. They represent satisfactions we want to enjoy. Other planning is done to avoid consequences or situations we consider harmful or as not meeting our particular satisfactions.

Longer-term planning, however, is generally done on a more formal basis. Objectives should be carefully and realistically thought out. They should be expressed in terms of explicit and desired results.

How far can we plan into the future? Carrying out plans are contingent upon changes which will occur in ourselves or our environment. Some of these changes can be reasonably anticipated. Many will happen within ourselves as we grow older and hopefully learn from our experience. Others will result from technological and economic developments in society and the work world. We can take action to cope with impacts of change only when we are aware of its trends and how it may affect our life or career.

UNBELIEVABLE!

OVER 99% OF STUDENTS LEAVING HIGH SCHOOL AND 95% OF GRADUATES FROM COLLEGE DO NOT ACQUIRE PLANNING SKILLS FOR THEIR LIFE/CAREER FUTURES

HOWEVER, ALL YOUNG ADULTS...

- **RECOGNIZE IMPORTANCE OF PLANNING FOR SELF-MANAGEMENT**
- **EXPRESS FRUSTRATION AT NOT ACQUIRING PLANNING SKILLS**
- **STATE THEIR NEED FOR MANAGING THEIR LIVES TO ACHIEVE GOALS RESULTING IN LIFE/CAREER SATISFACTIONS AND HAPPINESS**

Seniors graduating from high school, without having completed any plans for entering a field of work, often have a hard time in finding jobs. How can they have qualified themselves for jobs with having neither planned nor prepared themselves for particular fields of work? Ninety percent of freshmen in college indicate that they have only vague or hazy ideas of occupations which they would like to enter after graduation. How can they plan to use effectively their four years in college to become self-supporting and enjoy a life style they want if they don't know what they want to become?

A person may effectively plan events or situations to occur insofar as he can anticipate and exercise control over conditions of the future. This is an application of the cause and effect relationship. A freshman entering college with motivation, mental capabilities and adequate income can be assured of satisfactorily completing a college education. Means must always be available for carrying out plans. Plans accordingly must be adapted to one's resources or means.

A college freshman undertaking a two- or four-year program of studies can plan on utilizing these time periods for achieving certain objectives. These represent planning spans. If the person does not set objectives to be achieved at the end of these periods, he may waste both time and resources. Optimal use of time must be purposeful. Time is a primary resource which one can use to direct interests and aptitudes towards the achievement of objectives in skills and knowledge. When 44 percent of a junior class in college indicates that it does not know what major occupationally-related fields of study they should specialize in, how can the students utilize their planning span of one and a half years for preparing to qualify for a job? They have handicapped themselves by not exploring and determining earlier major fields of interests in which they can concentrate studies and gather work experiences.

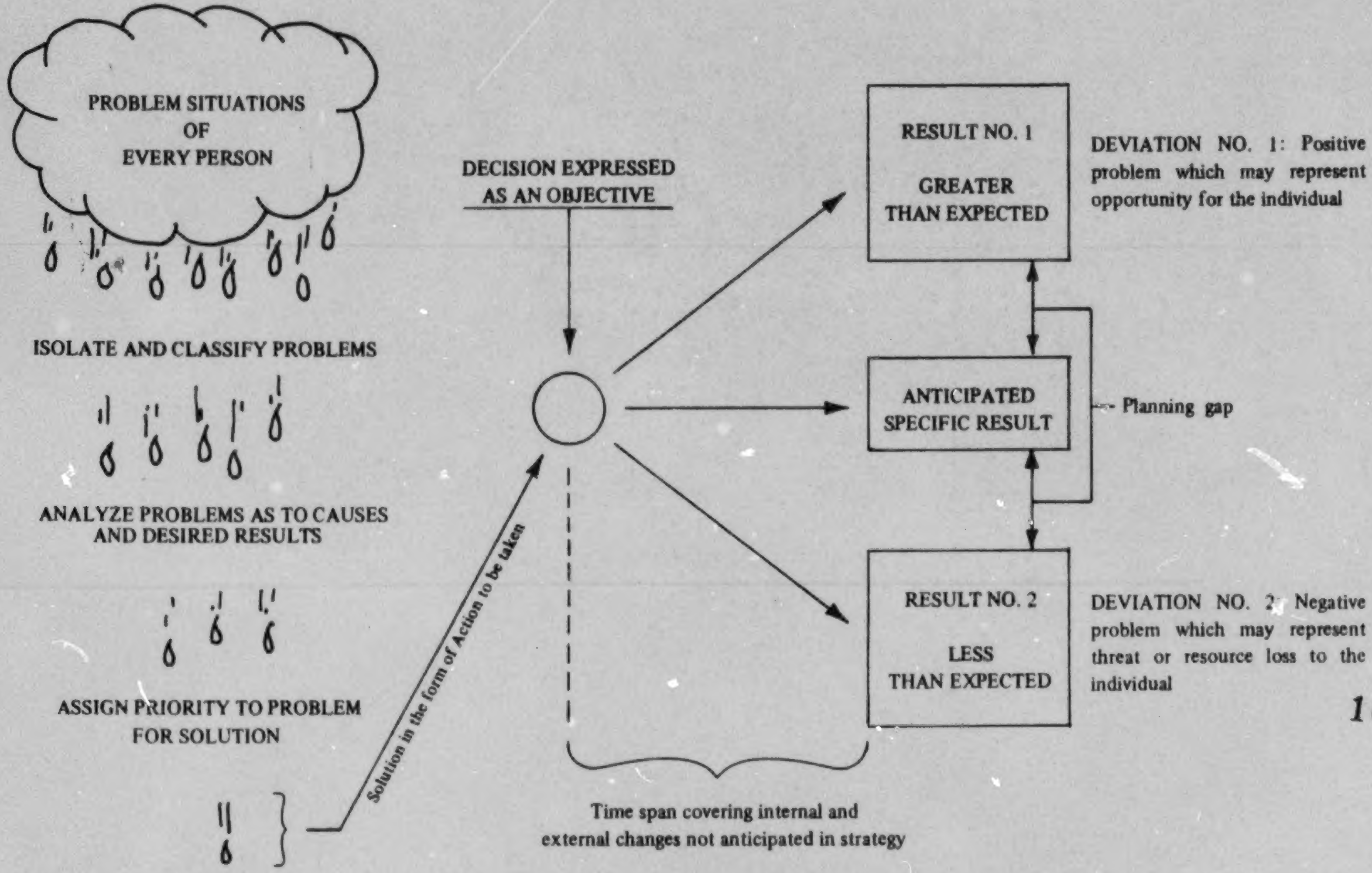
It has been said that a more mature person needs a full year to successfully make a mid-career change. To enter the job market for the first time as a qualified applicant for a particular type of work may require two to three years. It is obviously critical to every person's use of time that he find directions for himself as early as possible. He can then create a longer planning span for himself for entering the job market and becoming an economically independent and socially balanced person.

What is life and career planning all about? In one way or another we all practice planning. We make decisions. From some decisions are generated objectives. These in turn require selecting and controlling realistic means to reach achievable and desired results. Life and career goals should be set in a framework of future situations in which we can expect them to happen. Since each of us is a unique and different human being from all others in the world, our means as interests, aptitudes and personality characteristics will be different from other people's for achieving our objectives. Furthermore, each of us will live, work and necessarily cope with different future environments. This requires flexibility in changing ourselves and our plans.

Planning is a highly individualized or personal process of goal

ANALYSIS AND DECISION MAKING AS STEPS IN OBJECTIVE SETTING PROCESS

Problems are deviations from the specified results of objectives which should have been achieved. Exact results from anticipated performances are rarely accomplished. When deviations occur they become personal responsibilities for correction if they are unwanted or negative; if they are desirable or positive they should be studied as opportunities. Deviations from anticipated results which are negative should be corrected in a new objective setting process to overcome any internal weaknesses or environmental threats.



PROBLEM SITUATIONS
OF
EVERY PERSON

ISOLATE AND CLASSIFY PROBLEMS

ANALYZE PROBLEMS AS TO CAUSES
AND DESIRED RESULTS

ASSIGN PRIORITY TO PROBLEM
FOR SOLUTION

Solution in the form of Action to be taken

DECISION EXPRESSED
AS AN OBJECTIVE

RESULT NO. 1

GREATER
THAN EXPECTED

DEVIATION NO. 1: Positive problem which may represent opportunity for the individual

ANTICIPATED
SPECIFIC RESULT

Planning gap

RESULT NO. 2

LESS
THAN EXPECTED

DEVIATION NO. 2: Negative problem which may represent threat or resource loss to the individual

Time span covering internal and
external changes not anticipated in strategy

setting. Each of us makes our own decisions. No one can set our life or career objectives for us. Each of us is accountable for purposes we choose and results from directions we elect to take.

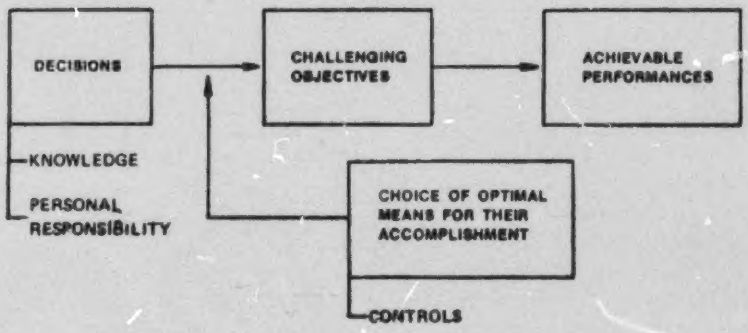
Many of us, however, would often like some one else to make our decisions for us. This simply can't be done. We can obtain counsel and advice. Decisions or choices, however, must be made by ourselves as a nondelegable responsibility.

Most decisions are fairly easy choices. Many are made from habit. They are either "yes" or "no" answers to simple questions of selecting an alternative. Others, however, are more complex. They involve the determination and commitment of our resources to reach some specific goal over a long period of time. They require a knowledge base not only of ourselves but that part of our environment or work field in which we set objectives. This knowledge base will include becoming aware of our interests, aptitudes, personality characteristics and information as to how well we have done in certain activities in which we establish goals for ourselves. Self-awareness in planning provides us with an understanding of our strengths and weaknesses for achieving what we need or want to do.

PLANNING IS A NONDELEGABLE RESPONSIBILITY

EVERY PERSON MUST...

- **RECOGNIZE HIS OWN DECISION-MAKING AUTHORITY**
- **ACQUIRE NECESSARY SKILLS TO MAKE HIS OWN PLANS**
- **COMMIT HIMSELF TO ACHIEVING HIS LIFE/CAREER PLANS**
- **CONTROL HIS BEHAVIOR TO CARRY OUT HIS ACTION PLANS**



Planning accordingly begins with establishing a knowledge or information base for making optimal decisions. It consists of understanding ourselves, our present and future environments and an evaluation of our past performances in which we have been successful or to some degree weak or failed.

This self-understanding or self-concept is difficult to come by.

Our traits and personality characteristics are impossible to measure except in highly comparative and qualitative terms. Furthermore we are not the same from year to year. We go through a life-long process of change physically, intellectually and even morally or spiritually. As young adults we differ in many respects from what we were as adolescents. We go through a period of maturation. Similarly people reaching middle or retirement ages will have different values, attitudes and skills than they had as young adults. Their perspectives as to life purpose may possibly have undergone radical changes.

One's intermediate-term objectives also change over the years with the life cycle. The needs for food, warmth and security of a totally dependent infant differ almost completely in their forms of achievement from a young or more mature adult. A much older and experienced person should also be able to analyze his situation, determine the form and degree of his needs and take appropriate actions to achieve retirement objectives with his available resources.

Many factors will influence goals we set for ourselves. For many people objectives are only vague, sometimes bordering on fantasy, wishful dreaming of what they want to be or would like to achieve. They have not thought out and predicted goals on any realistic basis of knowing and understanding their capabilities or interests. They are probably also unaware of what impact changes in the environment will have on their goals, hazy as they may be. The more clearly, specifically and realistically we define our objectives and future conditions affecting their achievement, the higher will become our standards for performance and the better use we will make of capabilities for realizing our goals.

An objective represents "what" is to be achieved in a specific goal. Probably more difficult in planning are the "how's" or the means we choose to reach an objective. The later may be called strategic action plans. They consist of utilizing personal strengths and resources (interests, aptitudes, values and personality factors) most advantageously in achieving our various life and career goals. We all must frequently change or modify our strategic action plans.

This is frequently observed in college. A student, by the end of his sophomore year, may change his occupational choice several times. However, once a choice is firmly decided upon as an objective he will elect a pattern of courses to meet his particular objective for graduation and entering the job market. These "how" plans are subject to frequent change. Objectives, once they are decided upon, will be slower to change. They tend to evolve or be modified. They do not radically or abruptly change to give new thrusts or new directions to one's life or career.

The development of action plans to achieve objectives is a major indicator of one's capability for self-management. Since each person differs in his potentials, values, aspirations and interests, he or she must necessarily shape particular action plans which will best achieve their specific goals. Some objectives require longer planning spans than others.

A person entering a skilled trade may complete required educational courses within one or two years for entry into a vocational field. A professional such as a physician, lawyer, scientist or institutional administrator, may require six to eight years of post-secondary schooling, internship and work experiences. Designing and carrying out implementing plans for entering a particular occupation or adopting a life style suitable to your ambitions and wants will vary with each person's objectives.

LIFE/CAREER PLANNING RESULTS IN BENEFITS OF...

- GROWTH AND DEVELOPMENT OF THE INDIVIDUAL
- ABILITY TO TAKE ADVANTAGE OF NEW OPPORTUNITIES
- INDIVIDUALLY DESIGNED OBJECTIVES FOR PERSONAL DIRECTION
- ABILITY TO COPE WITH A RAPIDLY CHANGING ENVIRONMENT
- EFFECTIVE UTILIZATION OF PERSONAL RESOURCES AND STRENGTHS
- DECISION AND PLANNING BASE FOR...
  - LONG-TERM SELF-MANAGEMENT
  - ACCOUNTABILITY FOR BEHAVIOR
  - SCHEDULED IMPROVEMENTS AND PERFORMANCES
  - MANAGEMENT BY OBJECTIVES FOR RESULTS

LACK OF LIFE/CAREER PLANNING RESULTS IN...

- INADEQUATE SELF-ANALYSIS AS TO POTENTIAL GROWTH
- ABSENCE OF DIRECTIONS AS TO OPPORTUNITIES
- INEFFECTIVE UTILIZATION OF PERSONAL RESOURCES
- INABILITY TO COPE WITH CHANGING ENVIRONMENT
- SELF-MANAGEMENT BY CHANCE AND DAY-TO-DAY DECISIONS

Last of all, controls over one's behavior, use of time and maximum utilization of potentials represents the final step in the personal planning process. Behavioral rules, schedules, budgets, and meeting certain levels of performance constitute major restrictive forces over the use of resources allocated to individual action plans.

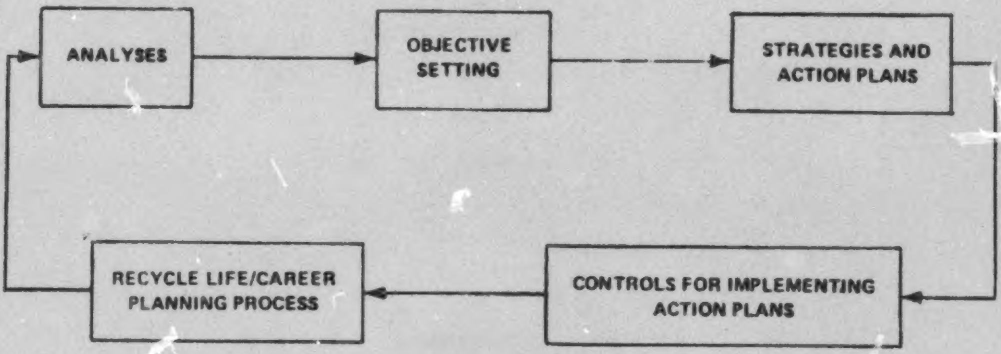
-A-

Establishing a Personal Planning Base

Planning begins with the difficult task of achieving understanding of one's self. It consists of arriving at a self-concept. This analysis in turn is followed by environmental and occupational studies and making assumptions on what changes are likely to occur in the future. Lastly, a person should look at how well he or she has performed in certain critical areas leading to successes, satisfactions, and happiness.

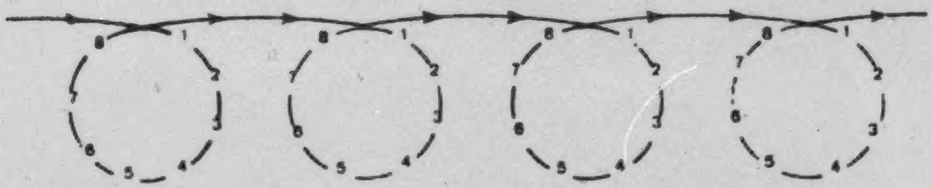
This self-study indicates one's interests or particular aptitudes for certain vocational and avocational pursuits. Out of this overall process of self-analysis and information gathering, a table or listing of one's strengths and weaknesses is prepared. This planning base provides the framework within which objectives are to be set and personal resources allocated and used for their accomplishment.

BASIC STEPS OF LIFE CAREER PLANNING PROCESS


ANALYSES
OBJECTIVE SETTING
STRATEGIES AND ACTION PLANS
CONTROLS FOR IMPLEMENTING ACTION PLANS
RECYCLE LIFE/CAREER PLANNING PROCESS

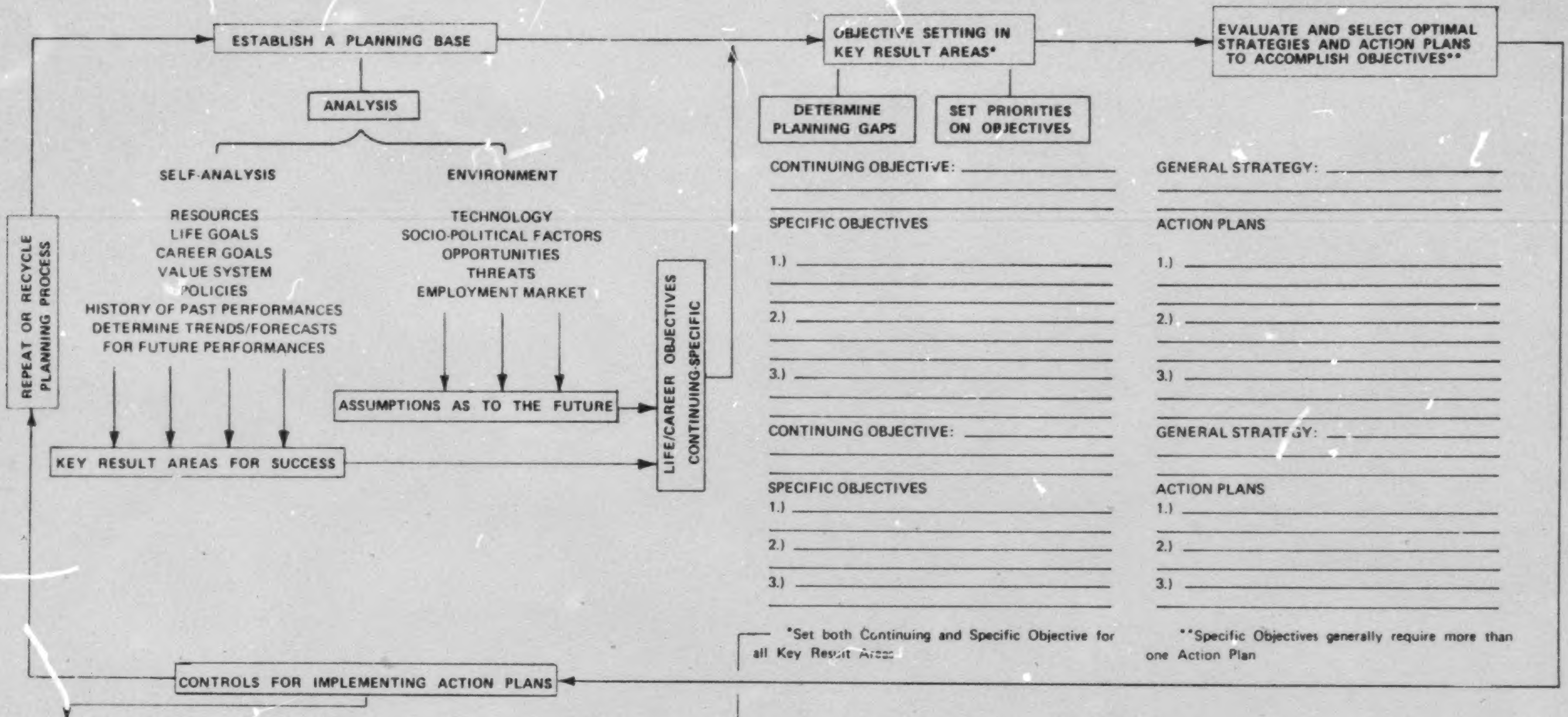
Planning is a life-long, dynamic means for adjustment to environmental change or changes which occur within a person himself. (Above) The four steps of planning are represented in what may be described as a static flowchart. After a person acquires a degree of skill in planning, the distinction between the steps disappears and he engages in a synthesis of thinking where one step of planning blends into the next. (Below) An effort is made to illustrate the on-going function of planning skills and the development of a first life/career plan. For most people it will be modified and improved almost immediately after having been developed.

LIFE/CAREER PLANNING IS A REPETITIVE, CONTINUING PROCESS


1 2 3 4 5 6 7 8
1 2 3 4 5 6 7 8
1 2 3 4 5 6 7 8
1 2 3 4 5 6 7 8

1 REVIEW LIFE MISSION
2 AMEND BASIC PERSONAL POLICIES
3 ANALYZE CRITICAL PAST PERFORMANCES
4 AMEND OBJECTIVES
5 CREATE NEW STRATEGIES
6 DEVELOP AND UPDATE ACTION PROGRAMS
7 EVALUATE SELF-MANAGEMENT CONTROLS
8 SCHEDULE FUTURE REVIEW OF LIFE/CAREER PLANS

MODEL FOR DECISION MAKING AND LIFE/CAREER PLANNING


ESTABLISH A PLANNING BASE
ANALYSIS
SELF-ANALYSIS
RESOURCES
LIFE GOALS
CAREER GOALS
VALUE SYSTEM
POLICIES
HISTORY OF PAST PERFORMANCES
DETERMINE TRENDS/FORECASTS FOR FUTURE PERFORMANCES
ENVIRONMENT
TECHNOLOGY
SOCIO-POLITICAL FACTORS
OPPORTUNITIES
THREATS
EMPLOYMENT MARKET
ASSUMPTIONS AS TO THE FUTURE
KEY RESULT AREAS FOR SUCCESS
LIFE/CAREER OBJECTIVES CONTINUING-SPECIFIC
REPEAT OR RECYCLE PLANNING PROCESS
OBJECTIVE SETTING IN KEY RESULT AREAS*
DETERMINE PLANNING GAPS
SET PRIORITIES ON OBJECTIVES
CONTINUING OBJECTIVE:
SPECIFIC OBJECTIVES
1.)
2.)
3.)
CONTINUING OBJECTIVE:
SPECIFIC OBJECTIVES
1.)
2.)
3.)
EVALUATE AND SELECT OPTIMAL STRATEGIES AND ACTION PLANS TO ACCOMPLISH OBJECTIVES**
GENERAL STRATEGY:
ACTION PLANS
1.)
2.)
3.)
GENERAL STRATEGY:
ACTION PLANS
1.)
2.)
3.)
CONTROLS FOR IMPLEMENTING ACTION PLANS

*Set both Continuing and Specific Objective for all Key Result Areas

**Specific Objectives generally require more than one Action Plan

- Establish schedules for completing programs and projects with due dates for accomplishment of each phase of program
- Set-up and follow personal records for budgeting time and costs. Adjust for deviations
- Review personally various basic and operating policies, specific objectives and strategic action plans. Make necessary amendments.
- Obtain guidance and critical evaluation from career or vocational counsellor on progress being achieved on life/career plan. Adjust plans appropriately.
- Recycle life/career planning process semi-annually and up-date plans for changes occurring in yourself or environment.

OBJECTIVES AND STRATEGIES ARE TO BE SET FOR ALL KEY RESULT AREAS

- Realization of a defined life purpose
- Achievement of self-support and income capabilities
- Realization of potentiality for growth
- Accomplishment of specific social responsibilities
- Acquisition of abilities that are marketable or satisfy personal needs
- Obtaining a demand for personal assets in the job market
- Achievement of a self-management capability
- Acquisition of positive attitudes and motivational forces
- Development of an innovative capability

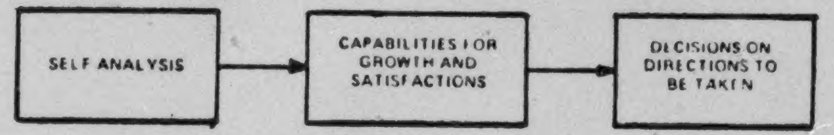
Personal Analyses and Self-Understanding

Most of our decisions should be based on facts insofar as possible. Life/Career planning begins with establishing an informational base on one's self. It consists of analyses to achieve self-awareness. The "Know Yourself" mandate of Socrates 2400 years ago is the most difficult of all knowledge to acquire. People frequently understand other people better than they understand themselves. Reaching an awareness of one's self involves determining one's total personality characteristics, -- aptitudes, interests, values and all other factors which make each of us different from all other people. These are intangible qualities; they cannot be measured as we would describe an object in pounds of weight or units of volume, length and breadth using any adopted standards for measurement. Often we can only describe our own or someone else's personality factors as average, above or below average in relation to a number of people we know. The absence of a capability to quantify our characteristics becomes a major roadblock for many people in their personal planning.

A great many tests are available which help us interpret our various forms of intelligence, attitudes and values, aptitudes and interests on a comparative basis with hundreds of thousands of others who have taken the same tests. Achievement or competency tests are also available which permit us to measure manual skills such as typewriting or mental achievements such as languages or the sciences.

SELF-ANALYSIS

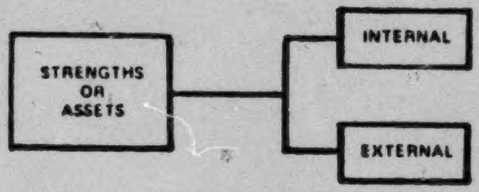
- ALL EFFECTIVE PLANNING BEGINS WITH A KNOWLEDGE BASE OF...
  - ONE'S-SELF: APTITUDES AND INTERESTS
  - THE ENVIRONMENT: CHANGES ANTICIPATED IN IT
  - ONE'S HISTORY OF PAST PERFORMANCES
    - STRENGTHS TO BE CAPITALIZED
    - WEAKNESSES TO BE CORRECTED
- IDENTIFICATION OF APTITUDES AND INTERESTS


SELF ANALYSIS
CAPABILITIES FOR GROWTH AND SATISFACTIONS
DECISIONS ON DIRECTIONS TO BE TAKEN

In arriving at an improved self-concept it is desirable to consider one's self as a composite of a number of characteristics which make up your total being. These partially include (1) one's resources both intangible and tangible; (2) life goals; (3) current career goals; (4) attitudes, preferences, value systems and beliefs; (5) rules and practices for routine behavior; and (6) aspirations or ambitions as to life style and occupational preferences.

Resources: These may be broadly classified into either external or internal. The former consist of time, money, insurance, friends and relatives or any physical assets which a person might possess. The later or one's internal resources comprise all factors which make up an individual's total actual personality. These internal resources represent the sum total of behavioral tendencies and potentials both mental and physical. Many of them are inherited or are innate. They are qualities or attributes for development. Others are acquired such as values, attitudes and certain skills which may or may not have an innate potential for development.

PERSONAL RESOURCES



INTERNAL RESOURCES	EXTERNAL RESOURCES
● MAJOR PERSONALITY FACTORS	● FAMILY AND FRIENDS
● APTITUDES	● MONEY AND PROPERTIES
• PHYSICAL	● OTHER PHYSICAL ASSETS
• MENTAL	● ENVIRONMENTAL ASSETS
• ARTISTIC	
● BASIC INTEREST FIELDS	

Listed hereafter are some external and internal resources, described in very broad terms, which you might try to use in self-evaluating or rating yourself on a scale of one (1) to ten (10). One (1) being very low, five (5) average, and ten (10) representing an estimate of yourself as high, exceptional or very superior.

PROFILE OF INNATE CHARACTERISTICS AND APTITUDES

Everyone may prepare a profile rating sheet on himself. Ratings are not absolute; they are best evaluated as average, above average or below average. Tests help in preparing these ratings of one's traits and aptitudes. Interests may be profiled on a similar form. Rate yourself on a scale of 1 to 10 on the following characteristics. If the ratings are obtained from tests use *red* ink; if from your own estimate or appraisals from others use *black* ink or pencil.

		low			medium				high	
PERSONALITY TRAITS	1	2	3	4	5	6	7	8	9	10
Charisma										
Attitudes										
Sociability										
Temperment										
Will power										
Maturity										
Extroverted										
Introverted										
Morals										
Character										
Appearance										

APTITUDES	1	2	3	4	5	6	7	8	9	10
Manual										
Physical dexterity										
Strength										
Coordination										
Rhythm										
Speed										
Stamina										
Steadiness										
Mental										
Verbal reasoning										
Spatial perceptions										
Mechanical comprehension										
Auditory discrimination										
Social relationships										
General intelligence										
Memory										
Concentration										
Artistic										

One of the stumbling blocks to knowing ourselves is not understanding various terms and how they are used in self-analysis so that we can rate the factors which make up our personality. How many people are familiar with such terms as attitudes, values, character, temperament, reasoning or persuasive interests? Do you have a clear definition of these terms and can use them to describe your strengths or weaknesses in making a rating of your personal resources.

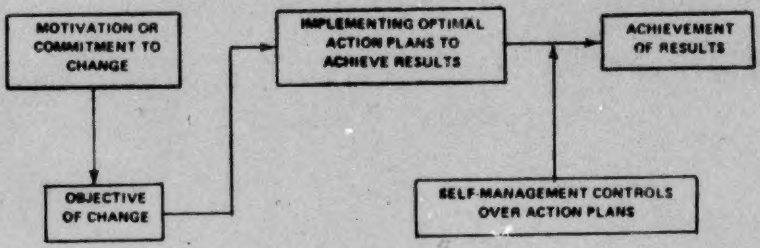
How meaningful were the terms in the above questions to you? Were the questions so broadly stated that you were unable to accurately rate yourself as to your personal qualities, aptitudes and interests? Could you check any one number on the one to ten scale as being an accurate estimate of your particular personality factor?

A long list of additional and more specific personality qualities could have been added to the above list. Many would be detailed out to relate to a particular occupational field or be expansions of a single personality factor with many subdivisions. Mental aptitudes, as you well know, may be broken down into a great many forms of intelligences.

Psychologists, it should be noted, differ among themselves both as to definitions for various qualities or factors of the personality as well as psychometric instruments for their evaluations or measurements.

Another major factor in one's personality about which much has been written and its importance stressed but little is known, is motivation. We all know personally and historically a great many average people who have been very successful in life and work. Some have never received any public recognition whatsoever. Yet we know and speak of them as being happy, successful people because of their motivations. Successful performances, desirable attitudes and character are the results of motivation. Motivations may simply be defined as the determining causes for one's behavior and the force behind the satisfaction of one's needs and desires. It may be further expanded to mean the art of inducing people through their own efforts to set and achieve goals which are identified with objectives for their personal success and happiness.

MOTIVATIONS LEAD TO DECISIONS FOR ACHIEVEMENT OF RESULTS


MOTIVATION OR COMMITMENT TO CHANGE
IMPLEMENTING OPTIMAL ACTION PLANS TO ACHIEVE RESULTS
ACHIEVEMENT OF RESULTS
OBJECTIVE OF CHANGE
SELF-MANAGEMENT CONTROLS OVER ACTION PLANS

What causes people to take actions to satisfy their needs and wants? The meeting of physiological requirements are fairly simple to analyze. Drives and forces to achieve long-term objectives are more difficult to define and catalogue.

Self-analysis should lead not only to an understanding of why you are motivated to behave as you do but also to the creation of action-taking drives and forces to reach a wide range of life/career goals

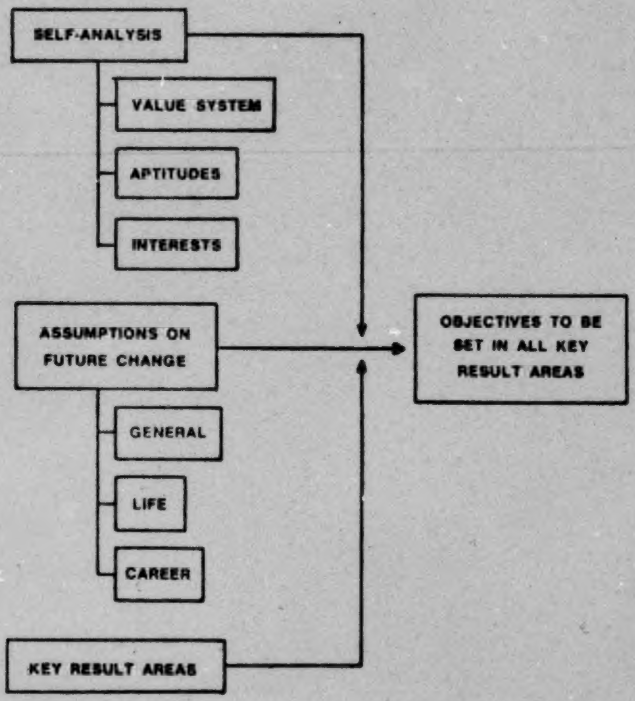
In terms of resources, one's total personality is a mixture of strengths and weaknesses. Psychological tests are primarily intended to help you to better understand yourself. Their results, however, may sometimes be misleading unless intelligently interpreted. You should use tests to become aware of your potentials for personal development. They will also help you relate to occupational and other decisions you must make in personal planning. Some tests used by young adults include:

- Eysenck Personality Inventory, 1963, Educational and Industrial Testing Service.
- Edwards Personal Preference Schedule, 1953-59, Psychological Corporation.
- Sixteen Personality Factor Questionnaire, 1949-63, Institute for Personality and Ability Testing.
- Differential Aptitude Tests, 1947-63, Psychological Corporation.
- General Aptitude Test Battery, (GATB), 1946-63, U.S. Employment Service.
- Kuder Preference Record, 1956-63, Science Research Associates.
- Strong Vocational Interest Blank for Men, 1927-63, Consulting Psychologists Press.
- Study of Values, 1931-70, Allport, Vernon and Lindsey, Houghton Mifflin Co.
- The Self-Directed Search, A Guide to Educational and Vocational Planning, 1970-73, John L. Holland, Consulting Psychologist Press, Inc.

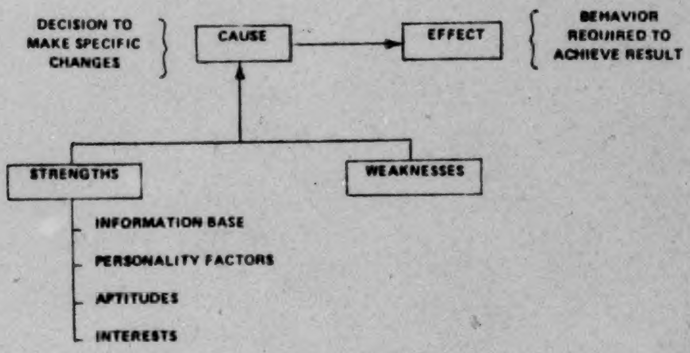
Tests may provide an appraisal of one's personality characteristics. When test results are properly interpreted and understood they become indicators of directions for an individual to advantageously pursue. They can bring to light one's potentials, strengths or reveal weakness on which plans may not be successfully built.

It is desirable for effective personal planning to build up a data file or information bank on yourself. This material may be hard to collect, will require thoughtful and careful interpretation and should be put into writing. Advantage should be taken, insofar as possible, to obtain advice and evaluations from skilled counselors on the results of tests and interviews.

RESULTS OF ANALYSES CREATING PLANNING BASE OF KNOWLEDGE


SELF-ANALYSIS
VALUE SYSTEM
APTITUDES
INTERESTS
ASSUMPTIONS ON FUTURE CHANGE
GENERAL
LIFE
CAREER
KEY RESULT AREAS
OBJECTIVES TO BE SET IN ALL KEY RESULT AREAS

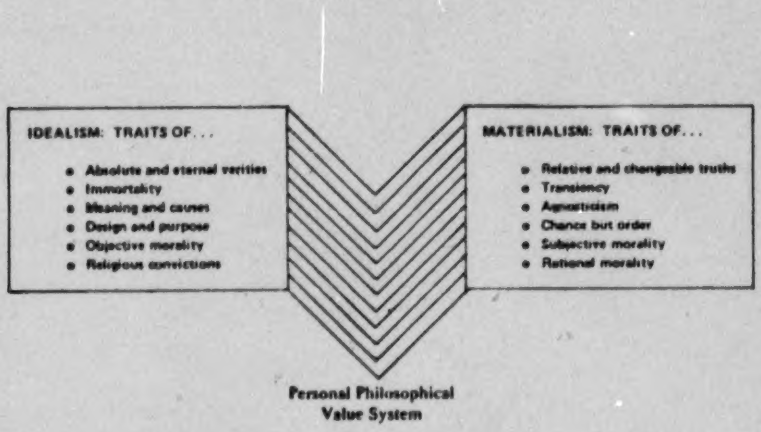
PLANNING DECISIONS SHOULD BE MADE FROM BASIS OF STRENGTHS NOT WEAKNESSES


DECISION TO MAKE SPECIFIC CHANGES
CAUSE
EFFECT
BEHAVIOR REQUIRED TO ACHIEVE RESULT
STRENGTHS
WEAKNESSES
INFORMATION BASE
PERSONALITY FACTORS
APTITUDES
INTERESTS

Decision making for the achievement of the most advantageous and beneficial of results from actions taken must be premised upon an informational base of various consequences of events or situations a person causes to happen. Effects or consequences to decisions have a higher probability of occurence when they stem from a person's strengths. A person's major objectives in life should be supported by combinations of various strengths in his personality, developed or potential aptitudes and dominant interests.

Life Mission or Goal: A concept of yourself as a being with purpose is extremely difficult to grasp and even more difficult to define. Who are you? What purpose do you have in a world of rationality, design and order? Or is it a world of irrationality, chance and conflicts between forces of what we describe as evil and good? These questions have been raised with youth since the first great Greek philosophers. Religious leaders in both western and eastern cultures have offered answers as beliefs which many of their followers accept and adhere to in their moral life styles. It is not a question posed for young people alone. People in their middle years or old age continue to ask and puzzle over this question. Answers will vary depending upon religious beliefs or varying combinations of materialistic and idealistic philosophical values.

PHILOSOPHICAL LIMITS
FOR CREATING
PERSONAL VALUE SYSTEMS


IDEALISM: TRAITS OF...
Absolute and eternal verities
Immortality
Meaning and causes
Design and purpose
Objective morality
Religious convictions
MATERIALISM: TRAITS OF...
Relative and changeable truths
Transiency
Agnosticism
Chance but order
Subjective morality
Rational morality
Personal Philosophical Value System

If we have inquiring minds, each of us attempts to come up with an answer to the question of our particular purpose in life. Most young people, when confronted with the question of their purpose in life, divide themselves into two groups. A majority tends to place their primary purpose upon successful entry into the job market and subsequently achieving a degree of financial success, independence and power. A fewer number will be concerned with their role as members of society and their responsibilities of being of service to God and other people. When answers are premised on religious convictions they should always be accepted without argument.

Interpretations of one's life purpose, when they do not stem from religious beliefs, are largely determined by the value system dominant in a person's peer group and reflect economic and prevalent social attitudes of the time. The personal effort for defining one's life mission relates to everything we do in our work, leisure time and various social activities.

- Every organization, company, government agency or social group defines for itself a charter or states its purpose for being. All groups of individuals, united to cope with some particular situation, will prepare statements of their purpose. It may be assumed that individuals in creating life plans will find their efforts difficult or possibly futile unless their plans are based upon a stated purposeful or a purposeless cause for being.

A definition of one's life purpose is not necessarily arrived at through a rational and logical process. For most people it is purely a non-rational or religious conviction. Their beliefs provide them with means for reconciling conflicts problems or situations involving apparent forces of evil vs. good, pain vs. pleasure, selfishness vs. unselfishness, love vs. hatred.

Many people adopt a materialistic viewpoint on an emotional or philosophical basis. For them, "man is essentially a wolf to man."

When people take a stand on their life purpose or mission it generally becomes a powerful force for decision making. Although accepted on a non-rational basis, it establishes a premise for rationally and logically determining standards of conduct and setting priorities for one's achievements.

Closely associated with an expression of one's life purpose or mission is the conviction of a person's worth. Worth (self-respect and esteem) becomes expressed in a value system for motivation and self-management. The recognition of personal worth becomes a motivational force which a person feels he must implement in his life style. It becomes an objective for personal self-realization in terms of esteem and respect.

Answers to the question on the nature of man ranges from his divine relationship with God and immortality to his being merely a part of a mechanistic but marvelously designed universe. At death, however, he ceases to have any continuity of being. Some philosophers have claimed that man's life begins in evil and, without the restraints of laws which man himself creates, leads to self-destruction. Others claim that man is essentially good. They consider man as a combination of mortal body and immortal soul. Another group reduces man to an organic machine, "a collection of springs which wind each other up."

Each person should seek an answer to the reason for his being and set a purpose for himself in life. There will be no single or simple answers. The following are some attempts by young adults to define their life purposes:

- "A purpose in my life has never been clearly defined. There are many times when I am not sure of any ultimate goals at all. As I grew up emphasis was placed on my going to church and getting an education to become a success in life. Having plenty of money was nearly everyone's goal."

- "You only go around once. Make the most of your life. I intend to enjoy life to its fullest so long as I don't harm others in society."

- "Everyone's purpose in life is to obey the commandments of God and love one's neighbor as one's self. Unless this is done, the individual will destroy himself in this and in his future life."

- "To explain my purpose in life has taken a great deal of thought. It involves the possibility of my survival after death. It is still very hard to explain, express and understand. I have thought many times about what I would like to accomplish in life. Should I go into business and make a lot of money? I feel that there is much more in life than just that. Much more is involved. I want to use what talents I have to help the present as well as future generations."

- "To define my purpose in life is almost impossible. However, I do have many long-term objectives which I want to achieve. Material success is very important but it is equally important that I integrate myself with God and his divine plan."

- As expressed in the Fitzgerald translation of Omar Khayyam's Rubaiyat:

> Into this Universe, and Why not knowing
> Nor Whence, like water willy-nilly flowing;
> And out of it, as wind along the waste,
> I know not Whither, willy-nilly blowing.

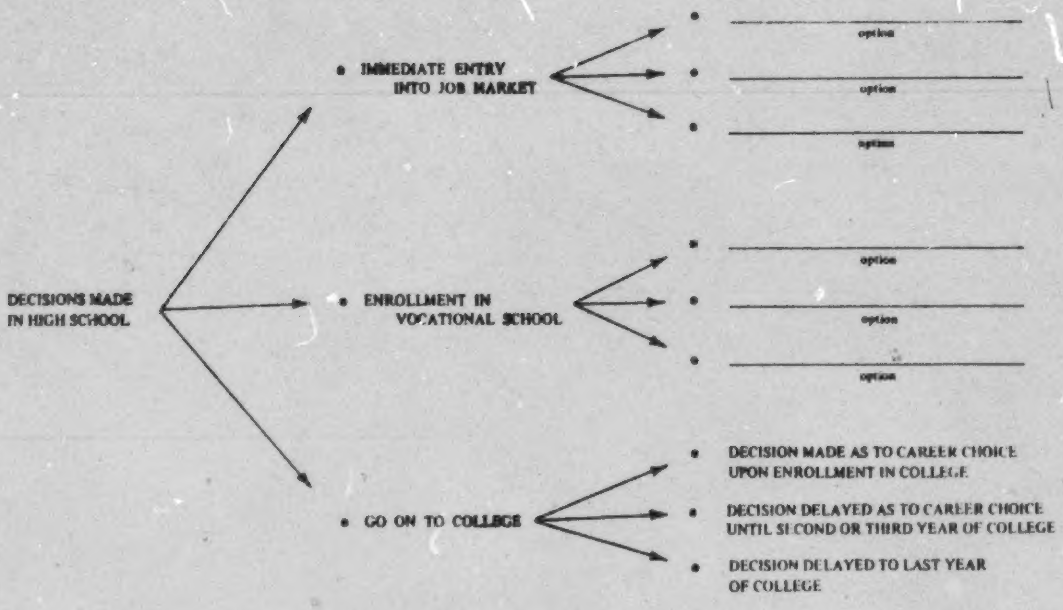
Just as one's values may be derived from life purpose, so also may an individual's life mission shape and form one's value system. Values determine a person's estimate of his or her personal worth. This evaluation of one's purposeful worth in turn leads to standards of conduct, life style and the use of one's resources for achieving certain levels and forms of objectives.

Current career goals: One of the difficult decision-making processes of the young adult, particularly between the ages of seventeen and twenty-two, is arriving at realistic and achievable occupational or career directions.

During childhood and into adolescence many types of work become aspirations resulting from fantasy or imagination. Only a few individuals maintain a continued interest in these job fields after adolescence. The process of maturation often leaves a young adult separated from his pat answer to "what do you want to become?" developed in earlier years. Young adults begin groping for more realistic definitions of career fields.

Very little guidance is given high school students in planning their work futures. The vast majority of students in post-secondary institutions search for some vocational or professional field which will answer their interests, potentials, aspirations and needs. Teachers in post-secondary colleges and universities take refuge behind the excuse that guidance counselors in secondary schools have or should have already assisted students in making choices for career or occupational fields for which they will qualify after they have pushed them into post-secondary education.

DECISION POINTS IN CAREER PLANNING FOR ACHIEVING INCOME CAPABILITY


DECISIONS MADE IN HIGH SCHOOL
• IMMEDIATE ENTRY INTO JOB MARKET
• ENROLLMENT IN VOCATIONAL SCHOOL
• GO ON TO COLLEGE
option
option
option
option
option
option
• DECISION MADE AS TO CAREER CHOICE UPON ENROLLMENT IN COLLEGE
• DECISION DELAYED AS TO CAREER CHOICE UNTIL SECOND OR THIRD YEAR OF COLLEGE
• DECISION DELAYED TO LAST YEAR OF COLLEGE

The years of young adulthood are particularly difficult. It is a decision-making time. The young person becomes independent in his thinking, looks for economic freedom from parents, initiates his own controls over behavior and emotional expressions, and develops or reinforces a personal value or ethical code. He or she begins to assume a lasting sense of identity or self-awareness and associates it with particular objectives in a complex and confusing world.

Influences by parents, peer groups or motivational forces to satisfy a need for independence focuses the young adult's efforts on finding a work field he wants to enter. Comparatively few young adults acquire extensive work experiences. The world of work for most young people is an unexplored and unfamiliar territory into which they must venture. To make an intelligent choice from among some fifteen occupational clusters, or from over 30,000 job titles, without being familiar with only a few of them is utterly impossible.

This unreasonableness is further compounded by the fact that most young adults are not familiar with their own personality characteristics which must be matched up with a particular job's requirements. It is this match which makes for satisfactions in an occupational field.

Career planning accordingly might be based upon the formula:

Self-understanding + Knowledge of job fields = Capability for occupational choice.

This formula provides a base for decision-making and setting objectives for point of entry into a particular occupational field. It increases your probability for success in that you choose a job area which you have studied, talked to people about, and compared it with other forms of work. At least half of all students, however, during their first two years of college have not decided on what occupation they want to go into.

In the last two years, however, a new approach has been proposed in career or vocational guidance, which is described as "job clusters." This was heralded in 1973 by the U.S. Office of Education as "a new concept in preparing youngsters for the real world." Actually there is nothing new about this approach for studying occupational categories into which various related jobs are grouped. However, this emphasis on innovation was merely a public relations gimmick to justify the large annual appropriations received by the U.S. Office of Education and from which little results have been realized. Little if any improvements in vocational and career education have been achieved in either secondary or post-secondary schools during the past thirty-five years. Vocational and career guidance, from rural high schools to staffs in higher educational counselling services, have made little if any innovative contributions. The Q.E.D. may be demonstrated from their published writings.

Job clustering costing consists of relating jobs, occupations and career fields in: (1) construction, (2) manufacturing, (3) transportation, (4) agri-business and natural resources, (5) marine sciences, (6) environment, (7) business and office, (8) marketing and distribution, (9) communication and media, (10) hospitality and recreation, (11) personal services, (12) public service, (13) health, (14) consumer and homemaking education, and (15) fine arts and humanities.

Young adults should, nevertheless, be encouraged to investigate jobs in these job clusters through the comprehensive Occupational Outlook Handbook and other readings recommended in the bibliographies for various work fields. Students should plan on twenty to thirty hours of reading on four to six occupations of interest to them. With note taking on points of interest and opportunities in the various work fields, they can generally obtain an evaluation of a job cluster which will be of interest to them.

Reading, however, is not enough. Anyone who must make a decision on some particular occupational field should interview and talk with people working in jobs in an occupational cluster. This provides the interested person with current information on working conditions, earnings, benefits, possible employment and advancement opportunities. Students should also be able to talk with professors about career and work possibilities in the fields of their specialization. Unfortunately advice from these sources sometimes falls short of real conditions existing in the work world. Many professors live in a world of abstractions and research unrelated to a work field into which the graduating student seeks entry.

THE JOB MARKET'S DEMAND FOR MY ASSETS

What assets can I presently bring to the job market?

Average compensation for my present level of assets?

Market demand for my level of skills and assets?

What assets and skills will I bring to the job market upon completing my proposed training program and education?

Employers for whom I would like to work?

How can I effectively contact employers to interest them in my assets?

Entry into an occupational field will be made at some level of function ranging from the unskilled worker to the professional manager. Titles for these various functions in an occupation or a company will vary. Various levels of work or functions, which are also not rigid, consist of:

I. Executive and Administrative Positions: Represent major responsibilities for making policies and major decisions on organization's operations.

II. Managerial and Professional Positions: Represent major delegated authorities and accountabilities to top management. Interpretation of policies. Level II differs from I only in degree of responsibilities.

III. Semi-Professional and Middle-Management Positions: Represent functions involving applications of policies and responsibilities for small groups. Educational background is generally two years of college plus experience.

IV. Skilled or Technical Positions: A wide range of positions requiring several years of specialized post-secondary training, education or experience. Skills are specialized in limited vocational fields.

V. Semi-Skilled Jobs and Positions: Require less training, education and experience than work in level IV. Positions demand less initiative and have limited authority.

VI. Unskilled Jobs and Positions: Work requires little or no special education and training and largely consists of repetitive, simple job tasks.

A high school student without any technical courses and limited work experiences will experience difficulty in making a point of work entry into any except levels V. and VI. A young adult with two years of college and some experience will probably be an acceptable applicant for work in level IV. Four- and five-year college graduates with internships or work experiences can generally make their point of entry into jobs on level III.

Career planning should not only aim at making a choice of an occupation which the individual will enter but also determine education and work experiences necessary to take a job at a desired level of entry. In a tight labor market and depressed economic conditions, competition for jobs can be anticipated as nothing less than fierce. Above average performances in college courses and recommendations from work experiences will give an applicant a substantial edge over others in seeking a job.

Attitudes, Values, Beliefs and Behavioral Policies: These bases for decision-making are rarely understood by a majority of people. They are largely non-rational in that they represent acquired and non-rational feelings of what one prefers, how one should or ought to behave, what is desirable as to what is right or wrong, good or bad, or to be cherished or rejected.

Attitudes may simply be regarded as ways in which a person has a tendency to respond either negatively or positively toward objects, situations or other people. They largely consist of avoiding what has proved to be unpleasant and favor what is rewarding, pleasant or satisfying. They rarely require little thinking but nonetheless account for a great many routine "yes" or "no" decisions made in every person's life.

Beliefs represent the acceptance of some statement or proposition which cannot be deducted as known from personal physical experiences. In a limited way they are related to assumptions. The later is the act of taking for granted or without proof that a thing is true or will occur. It represents a problematical statement or working hypothesis on the occurrence of a future event or situation. Beliefs cannot be arrived at solely by logical processes. A good example of beliefs was, "The idea that the sun went 'down' and that the sky was 'up'...which...was among the greatest stumbling blocks to astronomical science for centuries."

Behavioral policies, on the other hand, are self-imposed but arbitrary limitations or restrictions which one assumes to control one's freedom in his routine or long-range decision-making processes. These are rules and regulations of behavior as to how one can most effectively apply personal resources to achieve routine or specific longer-term goals.

Defining values is more difficult. A value is a combination of attitudes, one's goals, feelings and beliefs. However, not all attitudes and preferences meet the definition of values. Anything that is defined as a value should meet seven criteria:

- They must be chosen freely: How do you value our own or any other form of government which you live under or accept? Was the acceptance of our form of government our own decision or was it accepted because it was inherited from an older or imposed on us by a peer group? Possibly you value it as a result of a comparative study of governments you have made.

- Values must be elected from alternatives: Has a value you hold evolved from different choices you have had as to its being a better elective for you to hold? Are you even aware of the alternatives to a value you have? Perhaps you had only the choice of acquiescence of a source of knowledge for deciding on the course of action or position you have taken.

- They must be prized and cherished: Are what you call "values" only feelings or attitudes? Are you happy in using your values as a basis for decision-making? How vitally important are they to you? Are you willing to fight for them as being important not only in your own but other people's lives?

- Values should be determined after careful study and deliberation: They provide a basis for rational decision-making although non-rational in origin. Few people have gone through the process of analyzing and determining their values. Have you? Can you name your important values?

- Values must be publicly affirmed when necessary: How will your friends and others react to statements of your values when you tell them what they are? Would you be ashamed or embarrassed to publicly state your values to your friends or strangers? Would you suffer financial losses or even die for them as did the martyrs in the early Christian church?

- They should affect your behavior and decisions: Can you live with the results of decisions which are made from your values? Do you incorporate your values into the routine behavior of your daily life? Are they the basis for both ordinary and extraordinary decisions which you make?

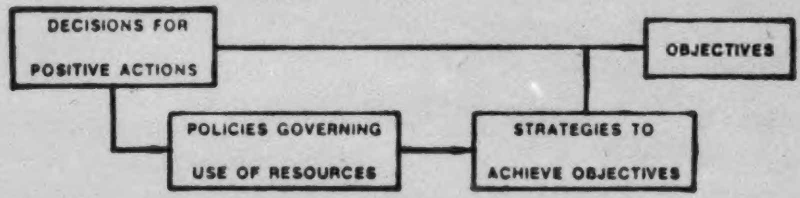
- Values are permanent and often expressed in one's daily life: They represent a frequently used premise for decisions or choices which you make from day-to-day. They are slow to change. How permanent is the way in which you regard certain religious practices, principles of government, worth of yourself and others, social responsibilities and a great many other rules and regulations adopted by yourself or society?

POLICIES SPECIFY HOW A PERSON USES HIS RESOURCES

- TO ACHIEVE WHAT HE SHOULD OR MIGHT BECOME
- TO CHANNEL HIS EFFORTS TOWARD MAJOR OBJECTIVES
- TO QUALIFY HIS STATEMENTS OF INTENT FOR LIFE/CAREER STRATEGIES
- TO SET RESTRAINTS ON HIS DECISION MAKING CAPABILITY
    - RESTRICTING AREAS IN WHICH ACTIONS ARE TO BE TAKEN
    - DETERMINING POSITIVE USES OF RESOURCES
- ALTHOUGH POLICIES MAY BE BROKEN, THEY ARE USUALLY AMENDED

POLICIES ARE SELF-GOVERNING CONTROLS OF INTENT...

- RESTRAINTS ON DECISIONS FOR SELF-MANAGEMENT
- GUIDELINES TOWARD POSITIVE DIRECTIONS
- BOUNDARIES ON ACTIONS NOT TO BE UNDERTAKEN
- ALLOCATIONS FOR USE OF PERSONAL RESOURCES


DECISIONS FOR POSITIVE ACTIONS
OBJECTIVES
POLICIES GOVERNING USE OF RESOURCES
STRATEGIES TO ACHIEVE OBJECTIVES

MY ATTITUDES AND MOTIVES FOR ACHIEVEMENT

List five positive attitudes or motivational forces I have for doing better than average or excelling in various areas of my aptitudes, skills and interests. Opposite each attitude or motive indicate any limiting restraint, habit or other negative force that reduces the positive results desired from my attitudes and motives for achievement. What corrective actions can I take to maximize my motivational forces?

POSITIVE ATTITUDES AND MOTIVES	RESTRAINING FACTORS OR INFLUENCES	CORRECTIVE ACTIONS TO BE TAKEN

One's values and beliefs frequently differ from what is professed from what is practiced. We say that "Every person has equal worth," yet we reject someone from a group because of his speech, clothes or race. We profess that "Women are equal to men," yet many men don't like women who are too smart for them or excel in business, sports or other activities. We all insist that "Honesty is the best policy," yet it really won't hurt if we cheat on just one test or real estate or other deal. We say "It's not if you win or lose, but how you play the game that counts." However, when someone is down, is our usual practice to kick the hell out of him?

-B-

Environmental Analyses Help Us Cope With Process of Change

We all try to look into the future. We are intensely interested in what will happen to us; whether some good event or unfortunate situation will befall us. Man's entire history has been related in various ways with soothsayers, augurs, fortunetellers, astrologers or people credited with being gifted with a capability for prophecy.

It is highly doubtful that we can predict what will happen to any of us. The most we can do is to anticipate certain situations within a reasonable future span of time which will result from past and current trends of events and situations. In recent years some scientific techniques have been developed for anticipating what is likely to occur in the future.

The most important of the forecasting tools was developed by Olaf Helmer of the Rand Corporation and Theodore J. Gordon of the Douglas Aircraft Corporation. This forecasting method involved a group of worldwide expert and the exchange of a series of questionnaires on questions where they had either specific or general expertise. They have currently run out some of their predictions to the year 2200.

The farther one attempts to forecast what will happen in the future, the greater will be the liability to error. Too many situations and events which can arise that will upset or even reverse the forecasts of experts. Many of the events and developments forecasted by the Delphi Technique could possibly occur if the world remained at peace and there were no economic or socio-political reversals. This is in itself an unacceptable assumption.

Many of these forecasts include: Wide practice in the transplantation of most all natural organs; sophistocated teaching techniques with machines to facilitate and accelerate learning processes; large-scale ocean-farming and fabrication of synthetic proteins for food; regional weather control; generation of artificial life in the laboratory; life expectancy beyond 100 years; man-machine symbiosis to increase human intelligence; commercial traffic between the earth and moon; and communication with extra-terrestrial intelligent beings.

These forecasts are primarily of interest to scientists and manufacturers of nuclear and other weaponry. These are only of academic interest to young adults who are primarily concerned with what the next three, five or ten years will be economically, in quality of life and how their careers may be affected through technological or other changes which will occur.

Ability to forecast with any degree of accuracy depends upon the person's knowledge of the particular field in which he is making assumptions as to what will happen. Unfortunately a great many external influences can change the trend lines in any field in which one is a specialist. The more comprehension a person has of an in-depth knowledge of many fields of information, the more reliable will be his forecasts.

Preparing assumptions on the future begins with the selection of some factor of change which affects our lives and careers. These will include changes which are occurring in our life style and quality of life as well as developments in an occupational field which may require new or particular types of training. Many people holding important jobs in government, industry and various organizations have become obsolescent because of changes which have occurred.

Following the specification of a particular change which is to be studied, the next step is to trace back the history and rate of change which has occurred in a particular field under study for change. Good examples for study would be developments which have occurred in the field of illumination, communication, storage and retrieval of information through computers, medical sciences and new banking and merchandising techniques. After obtaining a trend line on these changes, a person should become aware of research and development work currently underway to innovate or bring about improvements in present practices or uses of equipment in a particular field. This information will generally include a knowledge of what is now on the drawing boards and when these changes will likely be brought onto the market and adopted by business or become a general practice in society as a whole. These changes are not limited to technical fields. They include all factors in a person's religious, political, social and economic lives.

From this study of a factor of change, we can go on to make some assumption as to when a particular event or situation in the process of change will likely occur. People will vary greatly in their estimation of the times or dates for the occurence of change. These variances will largely be due either to the uncertainty of the outcomes of research programs in a particular field or unexpected situations which will accelerate or slow down the rate of anticipated development. Frequently new breakthroughs may occur which may radically have an impact on the rate of change in a given political, organizational or technological area under study.

From one's definition of an assumption as to what is likely to occur and affect life or career plans, decisions can be made as to the directions one should take and what objectives are most realistically achievable.

The five steps in making assumptions are:

- Select a factor of change to be studied which will affect your life or career plans.

- Study the historical rate for the process of change on the factor and develop trend lines which may be projected as probable results together with their time of occurrence.

- Prepare an assumption as to the likely occurrence of a situation or event for the change factor, its magnitude and likely time when it may be expected to happen.

- Examine the anticipated event or result of a trend line and determine how it may affect you in either your quality of life style or career field which you have chosen.

- With this information in hand, respond in your own plans by modifying or adapting your objectives as you would want to live or work under conditions anticipated in the future.

Making assumptions are essential to effective personal planning. They provide the basis or framework within which your objectives are to be set. Unrealistic and inaccurate assumptions may lead to false premises for your life or career goals.

Included in various assumptions which people make about the future are some of the following "predictions" on which there is a considerable range of opinions both highly negative as well as positive. What are your assumptions on some of these forecasts or estimates for what will happen in the future?

- Increased leisure time will change traditional work patterns by 1985.

- The U.S. government will become socialistic, following the pattern of the Scandinavian countries, between 1980 and 1985.

- Deteriorated life-supporting qualities of the environment will be corrected between 1985 and 1990.

- Government will prove ineffective in coping with social problems which will become a responsibility of business by 1980.

- Civil disorders, as a result of a reversal in economic conditions, will occur between 1985 and 1990 which will result in oppression of minorities.

- Full employment as a national policy will necessitate increased government programs and funding by 1980.

- Government spending will decrease in defense and aerospace industries by 1980 in favor of solving national problems which will become major social and political issues.

- There will be nuclear wars among the developing countries by 1985 because of overpopulation and food shortage problems.

- Disillusionment of the American public with democratic processes will occur by 1980 with a re-organization of election machinery and the establishment of controls over political leadership.

- The quality of American life will seriously deteriorate by 1980 because of inflation, unemployment and the depreciation of the investment dollar.
- Employees' productivity will become a critical factor in the profitability of private enterprise by 1980 because of rising wages, stronger competition and an accelerated rate of obsolescence caused by technological change.
- World population will more than double to 7-billion people by 2000.
- By 2000 people may be sterilized before attaining sexual maturity if they can be predicted as being a drain on society's resources.
- Artificial insemination will be accepted by 2100 as a means for genetically improving man's evolution.

Today's young adults must solve a great many problems brought about by the rapid technological progress achieved by the previous generation. They will be faced with problems of urban congestion, boredom from excessive leisure time, a growing gap between the poor and the affluent and an imperative urgency to improve their environment. These may be either threats or new frontiers in a technological society. Properly resolved these problems may be converted into occupational opportunities and challenges.

ASSUMPTIONS ON FUTURE CHANGES AFFECTING MY LIFE PURPOSE AND LIFE PLAN

FACTOR OF CHANGE	TREND OF CHANGE	ASSUMPTION	IMPACT ON MY LIFE PLAN	RESPONSE IN PLANNING

ASSUMPTIONS ON FUTURE CHANGES AFFECTING MY CAREER AND OCCUPATIONAL CHOICE

FACTOR OF CHANGE	TREND OF CHANGE	ASSUMPTION	IMPACT ON OCCUPATIONAL FIELD	RESPONSE IN PLANNING

-C-

Key Result Areas for Personal Success, Happiness and Satisfaction

Determining individual and important life performances vary with each of us. For a majority it will be a contented, happy home and family life. For others success in a career or income field will assume paramount importance. One of the major obstacles to finding areas in which we wish to achieve happiness and satisfactions begins with determining what these areas should be. If this difficulty can be resolved, we can arbitrarily describe them as essential or "key result" areas in which we wish to attain the highest performances possible.

Life and career planning takes us beyond Maslow's hierarchical classification of needs to be satisfied. The later represent a basis on which we can begin to look for critical areas in our own lives which we can specify as important to us in our overall life and career planning. Maslow's hierachy of needs proceeding from the basic (1) to the highest (8) are:

1. Physiological needs
2. Safety needs
3. Need for belonging and love
4. Need for importance, respect, self-esteem and independence
5. Need for information
6. Need for understanding
7. Need for beauty
8. Need for self-actualization

Someone new to the field of applied psychology and searching for goals in life in deciding upon an occupational choice may accept Maslow's scale as satisfactory for fulfillment of apparent needs. People will place different priorities on what they feel is of critical importance in their lives. These will also vary as to the number of critical areas in which they feel it necessary to be successful and satisfied.

KEY RESULT AREAS FOR PERSONAL SUCCESS REPRESENT...

- IMPORTANT PERFORMANCES SOUGHT IN ONE'S LIFE
- MEASURABLE STANDARDS FOR YOUR SUCCESSES
- CATEGORIES FOR YOUR SETTING OBJECTIVES
- SUCCESSES OR FAILURES IN KEY RESULT AREAS WILL PROPORTIONATELY CORRESPOND TO SATISFACTIONS OR HAPPINESS REALIZED IN YOUR LIFE AND CAREER ACTIVITIES

Determining what will be key result areas in one's life has several purposes. The first is set a framework in which future objectives are to be set. The second is decide what is presently important to us and look back to see what results or performances we have achieved in this particular field of efforts. This historical perspective from our past efforts will give us some idea of what success we can anticipate in the future in a specific "key result areas." Like all concepts to which we must give labels, words or terms so that we can communicate with others about our concepts, they tend to be abstract. Accordingly it is desirable to define what we mean by "key result areas."

Over the years and in the process of self-analysis, certain important categories of purpose, performances of desirable achievements become predominant in each person's planning. These will vary both in number and priority with every person. There are nine critical or so-called "key result areas." In studying these key result areas, they provide a basis for looking back and seeking what we have accomplished in them. In looking forward, they provide us with a framework for our optimal efforts. They are important to our happiness and satisfactions, as to what we should set as objectives for ourselves.

Proposed key result areas in which every person should set objectives for his life and career related activities include:

- Realization of a defined life purpose
- Achievement of a self-support and income capability
- Realization of potentiality for growth
- Accomplishment of specific social responsibilities
- Acquisition of abilities that are marketable or satisfy personal needs
- Obtaining a demand for personal assets in the job market
- Achievement of a self-management capability
- Acquisition of positive attitudes and motivational force
- Development of an innovative capability

Each of the key result areas has implications for what we have done well and what we feel we should continue to do. They imply where we wish to achieve certain results, performances or accomplishments from a concentration of efforts. To a major extent failure of realizing results in these areas will result in dissatisfactions, unhappiness and failures. In turn success in any one of these areas will contribute to successes in other areas.

The pervasive quality of these key result areas as categories into which all our life and work activities may be grouped indicate that they might also be used for classifying our values. Little has been done in this field; efforts so far have proved frustrating. It represents a fertile field for research. Key result areas are also found in business and organizational planning. In these planning fields, we try to find "yardsticks" or measurements with which we can measure our progress towards the achievement of objectives. In some instances, such as the definition and realization of a life purpose and the acquisition of positive attitudes and motivational forces, we find that results cannot be measured directly.

Results is another term for intangibles which deserves considerable thought on our part. How can intangibles be measured quantitatively? If a person has a talent for languages, can we measure the development of a skill in learning a new language, for example, by the number of words that one becomes capable of using correctly, the rules of syntax and grammar, the ease with which he can carry on a conversation in a foreign language? How would you measure the skills you acquire in working on a lathe? In accounting? In a geological science? In a history or any of the fine arts?

A great many intangible results can only be measured indirectly. This is also true of many forces working in the universe about us. Measurements are only arbitrary standards which we establish for specifying differences in gravitational pull, light, purity of the air we breath, length, breadth or volume of an object whether expressed in metric or any other standard of measurement.

Important performances in our life should some how be made measurable. We need to know how well we have done in the past in acquiring a particular skill or a form of learning which represents our potentiality for growth. Does a mark received in a course or performance on a job necessarily represent truly and actually a measurement of our accomplishments?

How do we measure the fulfillment of social responsibilities which we have assumed? We say that we have positive attitudes and motivational forces working for us at the levels of achievements we set for our goals. Can we measure these forces directly? Or, can we only measure the results of our efforts in terms of results obtained in the form of a job, salary received, the frequency and quality of the meals we eat, the way we dress, freedom from debt, attendance at service organization meetings, service awards received, or any of a long list of returns received from our efforts?

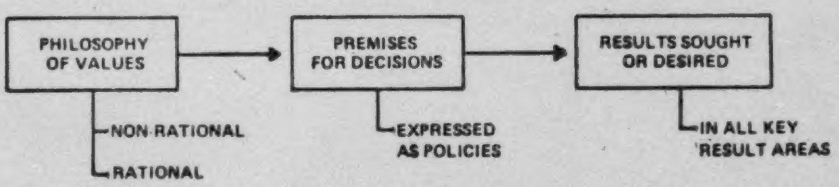
Life and career planning is aimed at the achievement of results which are important to us individually. Some store up their benefits in heaven. Others want an immediate and tangible return in this life. They feel that you go around only once and they want the brass rings during their lifetimes. Feeling that there will probably be no hereafter they don't want to speculate upon realizing results in a doubtful future life.

Each individual sets for himself what might be called "key result areas." To fully understand them they should be studied and a determination made as to what is important to the individual personally both in life and in his form of work.

Realization of a defined life purpose: This concept of one's being boils down to the value one sets on his worth. Are you a mortal or an immortal being with something in you surviving after death? Are all your goals and needs to be satisfied from successes you achieve in either your personal or work lives? People, and we must number philosophers and theologicans among them, have not always been able to find satisfactory answers to these questions. However, they have not been able to sometimes provide answers for other people. Each person, depending upon his beliefs and values, must define and set his own purpose in life. A life objective will, with most people, represent a fairly permanent and unchanging goal.

REALIZATION OF A DEFINED LIFE PURPOSE

- LIFE PURPOSE GRADUALLY CHANGES OVER THE YEARS ALTHOUGH RETAINING MANY BASIC CHARACTERISTICS
- LIFE PURPOSE IS LARGELY DERIVED FROM ONE'S VALUE SYSTEM
- ITS DEFINITION IS HARDEST OF ALL OBJECTIVES TO DEFINE



- LIFE PURPOSE IN LONG-TERM CONVICTION OF PERSONAL WORTH

It will be supported with non-rational beliefs derived from religious convictions or a philosophy of naturalism, materialism or idealism.

In either instance, no matter what one's defined life purpose may be, it will shape and direct a person's behavior both as to type and level of performances he wishes to achieve in life. It will have a unifying effect upon all of a person's actions and the activities he engages in.

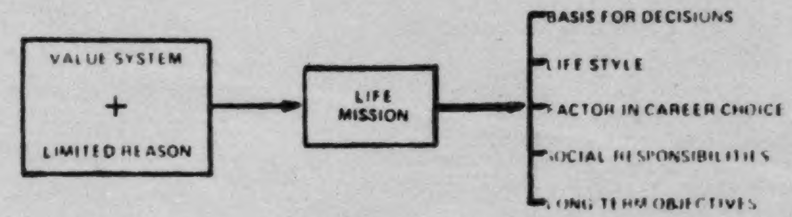
LIFE PURPOSE IS STARTING POINT FOR PLANNING

EACH PERSON SHOULD DETERMINE FOR HIMSELF A LIFE PURPOSE... DOES ONE HAVE A PURPOSE OTHER THAN MAKING A LIVING OR BEING SUCCESSFUL IN A CAREER? A PERSON'S PURPOSE OR MISSION STATEMENT SHOULD...

- IDENTIFY HIS ULTIMATE PURPOSE IN LIFE
- EXPRESS HIS BELIEFS OR VALUE SYSTEM
- PROVIDE DIRECTION FOR IMPORTANT OBJECTIVES
- NARROW OR BROADEN MAJOR LIFE ACTIVITIES
- ANTICIPATE NEW ACTIVITIES AND OPPORTUNITIES
- FOCUS PLANNING ON RELEVANT INTERESTS AND RESOURCES

In defining one's life purpose, or mission as it is sometimes called, an individual should attempt to justify it with an explanation or "rationale." This effort to put your reasons down in writing will assist you tremendously in crystallizing your thinking. Talking out an analysis of one's self is good. Putting your thinking and reasons down in black and white will help you make your concept of "self" subject to your own criticisms. These may lead to amendments of your life purpose and the establishment of a basic, unifying factor for other objectives which you set for yourself.

LIFE PURPOSE



- **FOR MOST PEOPLE BELIEFS ARE MAJOR BASE FOR DECISIONS**
- **APPLIED VALUE SYSTEMS IS IMPORTANT AS LOGIC OF REASON**

Achievement of a self-support and income capability: This simply means that you are able to earn a living for yourself. For a majority of people this will require that they find a job and work for a company who will pay them a salary together with certain benefits which they will award to those whom they wish to keep in their employment.

For all of us committed to career planning, or becoming qualified to pursue a particular specialization of work, this key result area is a very important aspect of their lives. For some people it is the most important and only key result area in which they wish to excel.

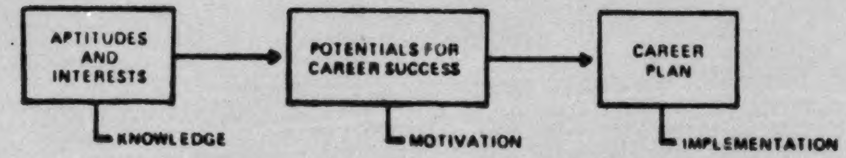
An employer anticipates that applicants for a job will bring to his business certain knowledge, skills and capabilities. These are the applicant's assets which he has for sale in terms of a price for the use of his time and best efforts. An employer expects to make a profit from using an employee's time and skills. He will accordingly search for and hire employees who can give him this competitive edge in his business. If he does not give, and pay for the services of, retain the best qualified people available, he will be forced to go out of business. Poorly qualified employees are as much of a liability to a company as inefficient or obsolescent equipment, poor building facilities or the high cost of capital. An applicant's attitudes, qualifications and physical appearance will be thoroughly scrutinized by a recruiter, personnel manager or the employer himself before he is hired. Enumerated below are a list of fifty items which will affect your employment. Review them carefully and turn negative factors into corrective or positive characteristics which you might improve your assets in finding a job.

FIFTY WAYS TO AVOID BEING HIRED

The Placement Office of New York University lists 50 reasons that are most frequently given by employers for turning down job applicants. This information is based on reports from 153 companies. If you're out to land a job, take inventory of yourself in relation to these facts. If you still have a stretch of schooling ahead of you, it will give you time to correct any negative traits that may hinder you later in getting a job or being promoted. As you read the reasons for rejection given below, ask yourself how you would rate yourself in relation to each item.

1. Poor personal appearance
2. Overbearing, overaggressive conceited, superiority complex, "know it all"
3. Inability to express himself clearly -- poor voice, diction, grammar
4. Lack of planning for career--no purpose and goals
5. Lack of interest and enthusiasm -- passive, indifferent
6. Lack of confidence and poise, nervousness, ill at ease
7. Failure to participate in activites
8. Overemphasis on money
9. Poor scholastic record -- just got by
10. Unwilling to start at the bottom - expects too much too soon
11. Makes excuses, evasiveness, hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy -- ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations -- lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on when he knows
33. Unwillingness to go where we send him
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant, strong prejudices
38. Narrow interests
39. Spends too much time at motion pictures
40. Poor handling of personal finances
41. No interest in community
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High-pressure type
50. Indefinite response to questions

CAREER GOALS



- **KNOWLEDGE OF ONE'S POTENTIALS IS DECISION BASE**
- **MOTIVATION TO REALIZE CAPABILITIES IS COMMITMENT**
- **IMPLEMENTING LIFE/CAREER PLANS IS SELF-MANAGEMENT**

Untrained workers entering the job market generally obtain employment at minimum wage levels. Special skills can demand and obtain higher wage scales. Salaries paid college graduates with a bachelor's degree will receive an average income which will be $750 to $1000 lower than graduates with a Master's degree. The cost of this additional education will be between $3000 and $5000. This difference of $750 to $1000 may be described as an expected return on the individual's investment to acquire additional or specialized skills. Improvements in capabilities will represent costs of time, money outlays or efforts spent in learning processes or skills acquisitions. The return on this investment should be calculated to determine its justification and the advantages to be derived from advancement in the job field.

- A student graduating from high school takes a job paying him $3.50 an hour. He is able to work 8 hours a day for five days a week and for 50 weeks a year. What will be his annual earnings?
- A student completes four years of college and takes a management trainee's position at $9600 for four months. What is the difference in salary for this period from the high school graduate's? At the end of the four months the management trainee's salary is increased to $11,000. What will be the new difference in salary between the earnings on an annual basis of the high school graduate and himself? What will be the return on the four years of college costs during the four months as a trainee and afterwards beginning at $11,000?
- A student takes a fifth year of college and earns a Master's degree. He earns within six months after being on the job $12,000 a year as compared to a graduate with a bachelor's degree earning $10,000. What is the return on investment to the graduate earning $12,000 if the additional year of college work cost him $4000?

FIVE CAREER FIELDS OF MAJOR INTEREST

OCCUPATIONAL CHOICE	APTITUDES AND QUALIFICATIONS	PRIORITY OF INTEREST*	RESEARCH NEEDED

*Rate as high, medium, or low.

Realization of your potentiality for growth: Growth is not merely to be thought of as something physical. However, this aspect of one's development must have flashed through many muscle-bound minds when they read this head. One's potentials should also be thought of a mental and other personality factors as well as merely physical growth and fitness.

One's potentials for growth will generally be most productive and beneficial when they are linked up with one's interests. On the other hand, one's interests are not always enough to achieve potentials for growth. A skilled pianist rarely achieves success and a demand for recitals if he has ten thumbs despite his interests and aspirations for becoming a recognized pianist. All forms of effective growth stem from potentialities or aptitudes whether latent or recognized.

A major benefit from successful life/career planning is the discovery by the individual of his real aptitudes. In these lie the areas of one's potential strengths for success either in personal life or in the occupational specialization he chooses to enter.

Major categories into which an individual's potentials for growth and development may be classified are:

- Physical
- Intellectual
- Religious and philosophic
- Personality
- Economic and career
- Socio-political
- Aesthetic

Growth and self-development should be conscious and directed efforts to improve or actualize your potentialities and aptitudes. It has been said that all people are born equal; it might be better said that some are born more equally than others. People vary in their inherited potentialities and ultimately in a wide range of their capabilities or aptitudes., There is an innate, latent or inherent, desire in every individual to develop himself and his potentialities to equal or better the preformances of others.

Growth is a process. It has limits depending upon the individual. To a certain extent growth may be considered as irreversible. In the case of aging, it is limited by heredity and the aging process.

You should discover your potentials for growth as early as possible in life. You should also determine the degree to which your potentials need to be developed to satisfy yourself or to equal or better those of other people. If you do not have the potentials for development you will have inherent weaknesses which will ultimately become shortcomings in a competitive job market or in various life activities. Developed aptitudes, on the other hand, become strengths or personal assets which will be desired and rewarded by employers or social groups.

A major emphasis in your life/career planning effort of self-analysis is to collect, organize and interpret data and information about yourself which will permit you to maximize your potentials in the form of strengths. The realization of growth or development must stem from your potentials.

Four major means should be tapped in building up your data bank on yourself as to potentials. These include:

- Aptitude, interests, competency and other tests
- History of personal past performances
- Interviews, appraisals and critiques from others
- Personal self-evaluations and analysis.

Every person has a variety and range of aptitudes or potentials. These represent directions for growth. When aptitudes become linked with interests they represent directions of greatest potential for an individual's development. Particularly will this be true of occupational fields when supported by work experiences. An analysis of one's aptitudes and interests should be followed by plans for the development of potentials expressed as achievable objectives.

APTITUDES REPRESENTING GROWTH AND DEVELOPMENT POTENTIAL

APTITUDE	INTEREST FACTOR	RECOMMENDED DEVELOPMENT

Accomplishment of specific social responsibilities: All of us by nature are gregarious or socially related beings. In order for us to associate with other human beings we must give up a certain independence or freedom of action. In turn we also must be willing to assume responsibilities and contribute time, efforts and support to groups to which we are affiliated. Many of our services are voluntary. They are not compensated for as are individuals who professionally are engaged in social service organizations. Responsibilities which we assume in our societal relationships will involve a purposeful change for some situation or the controlled direction of activities which will result in the improved behavior of others or our environment.

Three general categories are useful in helping us determine what are social responsibilities are or may be. These include:

- Those which we must fulfill be law or social norms.
- Those we ought to become involved in out of love or duty.
- Those we can assume either individually or through a group in which we become involved in voluntary services to others.

PERSONAL SOCIAL RESPONSIBILITIES AND THEIR PRIORITIES

SOCIAL RESPONSIBILITY	RATIONALE	PRIORITY*
What I must do!		
What I should do		
What I can do		

*Rate as high, medium, or low.

Some activities we feel obligated to perform. These represent the "oughts" of our social responsibilities. For most people, however, their interests and commitments will consist of parttime, avocational services and the dedicated contribution of time without reimbursement. For many these voluntary activities will rate high in their priority of life objectives.

- Some members of service clubs have on occasion been questioned on their use of the very reputable service organization to obtain business contacts. These service relationships may be used to obtain an advantage over competitors. Membership becomes only a means for meeting people and establishing relationships to be used for business purposes. Such use of membership in voluntary service organizations is discouraged since it may destroy the effectiveness of the group's efforts.

Many social responsibilities may become identified with life purposes. For some people they can become major objectives for achievement. One's personal values will also strongly influence the selection and preformance of particular social responsibilities and determine an occupation in which social values represent an opportunity for entering a career field.

Acquisition of abilities that are marketable or satisfy personal needs: Two broad purposes classify the general uses for which a person will seek education or knowledge and develop its acquisition into skillful applications. It makes the individual a specialist or someone above the average. Purposes of learning and skills are to:

- Satisfy or meet the particular non-career wants or needs of a person.
- Improve qualifications for entry or advancement in a competitive job market.

The capability for becoming self-supporting has been described as a very important key result area in every person's life. However, not all knowledge or skills needed or sought by an individual are necessarily job related. Without question qualifications for a career choice rank high on almost everyone's list.

Every individual acquires interests at a very early age. Some of these survive and remain with him for a long time. As a person matures some interests fade away and disappear. They are generally replaced with more enduring non-vocational fields of enjoyment. Full satisfaction from these areas of personal activities can generally be achieved only by obtaining more knowledge about them or from skills developed in their practice or use. Years in college or continuing education should not be exclusively devoted to entering or advancement in a particular occupational field. Education should also be aimed at developing yourself as a complete or whole person in terms of satisfying your non-career needs.

After the young adult completes his first cycle or go-around of life and career planning he should have detailed educational action plans for his carrer as well as non-career objectives. Career objectives should be concerned with the recognition of the person's aptitudes which are capable of being developed into knowledge and skills having a value in the marketplace. Non-career objectives should be aimed at finding out and cultivating important interests which will become a source of enjoyment and relaxation. Like all analyses in life and career planning it is advantageous to write out and describe those abilities and skills which you have and which are to be acquired.

Obtaining a demand for your assets in the job market: Upon finishing your education and starting to look for work, you are very much in a position of a marketing manager who has to sell a product. You must bring this new product, yourself, to the attention of prospective buyers. Having a post-secondary education, it is assumed that you have acquired certain

CAREER AND NON-CAREER INVENTORY OF ABILITIES AND SKILLS

ABILITIES AND SKILLS ALREADY ACQUIRED

Which meet personal needs

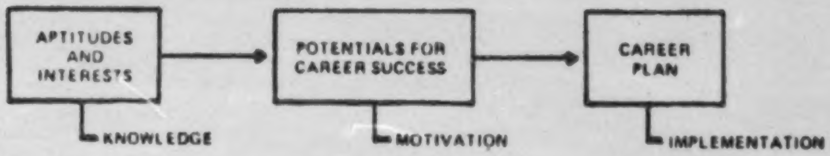
Which have an income or earning capability

ABILITIES AND SKILLS TO BE ACQUIRED

Which will satisfy future personal and non-career needs

Which are required for my income capability knowledge, abilities and skills which will be of interest to employers and have a market demand.

CAREER GOALS



- KNOWLEDGE OF ONE'S POTENTIALS IS DECISION BASE
- MOTIVATION TO REALIZE CAPABILITIES IS COMMITMENT
- IMPLEMENTING LIFE/CAREER PLANS IS SELF-MANAGEMENT

In any oversupplied job market or a field glutted with an excessive number of new and old products, competition may be expected to be fierce. It is therefore important that you will have developed aptitudes or acquired an educational background which will make your performances above average in certain skill areas. These represent your assets. They will be hired by employers who weigh the skills and competencies of employees in a category or audit as he will his financial resources, plant equipment, proprietary processes and physical facilities. People and their skills are audited by an employer as a valuable form of company's assets.

In a tight labor market, a graduate is inclined to take whatever job offer he receives. He considers himself lucky in being able to obtain almost any kind of work so long as it is in the general field of his occupational choice. There is nothing wrong with this so long as he has an opportunity for working himself up a career ladder and advancement is open to him.

It is much more desirable, however, to have searched out employers for whom you would like to work and intensively market yourself to them. You should be in a position of choosing whom you want to work for rather than simply be chosen by an employer whom you may probably leave after acquiring some experience.

Any good match between an employer and a job applicant will also include an evaluation by the applicant of the company offering him a job. Will he find the conditions of employment, opportunities for training and advancement, and the type of work which he will be assigned as meeting his expectations? A year's planning ahead and the carrying out of a strategic action plan for entry into a job field is recommended. It will usually lead to a choice of options before final acceptance of a job.

It is presumed that upon your entry into the job market and after having made a substantial investment in your "product development" through education and work experiences, that you will have acquired certain personal assets which an employer will want. There will probably be as many as a hundred or more applicants for the better jobs you apply for. It accordingly becomes necessary for you to present yourself and your assets for the position in the most favorable light possible.

OBTAIN A DEMAND FOR PERSONAL ASSETS IN THE JOB MARKET

- **EMPLOYERS ONLY INTERESTED IN YOUR STRENGTHS**
  - **YOU WILL NOT BE EMPLOYED FOR YOUR WEAKNESSES**
  - **YOUR CAPABILITIES MUST EARN PROFITS FOR EMPLOYER**
- **YOUR PRIMARY OBJECTIVE SHOULD BE QUALIFYING FOR A CAREER**
  - **MEANS FOR ENTRY INTO JOB MARKET ARE STRATEGIES**
- **CREATING A DEMAND FOR YOURSELF RESULTS FROM...**
  - **A PLANNED DEVELOPMENT OF YOUR POTENTIALS**
  - **PURSUING A STRATEGIC PLAN TO MARKET YOUR ASSETS**

Many excellent products have failed in sales because they have not been marketed effectively. This may be equally true of unsuccessful applicants in the job market. Unless a person presents or sells himself to an employer for whom he would like to work in a way that makes him appear as a potential asset to the company, it is not likely that he will get the job he applies for.

The planning span for your self-marketing effort will generally run from six months to a year. Major features of this plan should include:

- Knowledge of the specific type of work for which application will be made

- Propsective employers in the area for whom you would like to work
  - Lists prepared, contacts made and interviews held where possible
  - Information collected and studied about each employer
  - Employers rated by priority for whom you would like to work

- Preparation of a carefully prepared resume
  - Mailed or personally presented to prospective employers
  - Follow-up as may appropriately be advisable

- In interviews remember or keep in perspective that...
  - You will be employed for assets or qualities you bring to the job
  - Your skills can be improved and that you seek this improvement
  - With the right employer your association will be long-term

OBTAINING A DEMAND FOR PERSONAL ASSETS IN THE JOB MARKET

CONTINUING OBJECTIVE	TO CREATE A PROMOTIONAL CAMPAIGN FOR MY ENTRY INTO THE JOB MARKET WHICH WILL INTEREST POTENTIAL EMPLOYERS IN MY QUALIFICATIONS AND RESULT IN MY OBTAINING A JOB IN FURNITURES SALES BASED UPON MY EDUCATION IN HOME ECONOMICS, OFFICE AND HOME FURNISHINGS.
SPECIFIC OBJECTIVE	TO PREPARE A LIST OF FIVE POTENTIAL EMPLOYERS WHO OFFER A SALES TRAINING PROGRAM BY______TO WHOM I WILL MAIL A RESUME ON______. INTERVIEWS WITH THESE COMPANIES WILL BE COMPLETED FROM______ to ______. I WOULD ANTICIPATE BEING EMPLOYED BY______.
PRIORITY	
RATIONALE	I AM INTERESTED IN BECOMING A SALESWOMAN FOR A FURNITURE MANUFACTURING COMPANY. I HAVE WORKED FOR TWO SUMMERS IN THEIR ADVERTISING DEPARTMENTS. I AM ALSO INTERESTED IN RELOCATING TO ANOTHER PART OF THE COUNTRY. AS A WOMAN I FEEL THAT THIS EMPLOYMENT FIELD OFFERS ME CONSIDERABLE OPPORTUNITIES. I BELIEVE THAT I SHOULD SELECT MY EMPLOYER RATHER THAN HAVE HIM SIMPLY SELECT ME IF I PROMOTE MY QUALIFICATIONS EFFECTIVELY.

Achievement of a self-management capability: This ability can help you shape your future. Very little, however, has been written on the art of self-management. Management, both as a science and art, has been studied intensively by executives and administrators in every form of organization. The concept of applying the functions of management as practiced by a company president, officer in the armed forces or the coach of a professional football team to one's life and pursuit of a career may be new to some people.

Management is generally thought of as controlling the behavior of others. It is not generally considered as being a combination of art and science to improve one's own behavior. Controlled personal behavior, aimed at achieving desired results from objectives in key result or performance areas important to you, differs very little from management practices in business, government and non-profit organizations.

Effective management is primarily concerned with the accomplishment of objectives. Objectives represent the achievement of results which are necessary or desirable for the well being of a group of people (company or non-profit organization) or one's self. Management must be purposeful. An individual without goals is unable to manage himself except by on-the-spot decisions to solve immediate problem situations. Achieving results over any longer-term, however, is only accomplished through effective self-management. Every individual is deeply concerned with achieving certain successes in life. These must satisfy his needs and realize the image of what he wants to become.

Self-management does not mean laying out life and career plans with objectives worked out in detail for many years into the future. No one can do that. The world changes much too fast. A person must remain capable of changing his directions as the world changes about him. Planning should result in premises for deciding how to use your time, aptitudes, money, interests, abilities and allocating them for most effectively achieving goals you set for yourself. It represents a constant process of making new action plans.

DEFINITION OF SELF-MANAGEMENT

SELF MANAGEMENT IS THE DIRECTION OF A PERSON'S TOTAL RESOURCES INTO A DYNAMIC AND ORGANIZED PATTERN WHICH ATTAINS HIS OBJECTIVES AND RESULTS IN HIS SATISFACTIONS AND HAPPINESS

SELF-MANAGEMENT IS ACCOMPLISHED BY...

- PLANNING OBJECTIVES FOR ACHIEVING SPECIFIC RESULTS
- UTILIZING RESOURCES TO ACHIEVE OBJECTIVES
- CREATING STRATEGIC ACTION PLANS FOR OBJECTIVES
- CONTROLLING ACTION PLANS TO ACCOMPLISH RESULTS

Unless a person succeeds in the self-management of forces within himself and those forces in his environment which he can control, it will not be possible for him to take purposeful directions in a rational manner. The ability to organize one's resources and to put them to work for accomplishing results from one's plans is the primary task of self-management. Objectives are of little value unless their achievements are accompanied by happiness and satisfactions. People with a capability of self-management are always happy and satisfied.

Self-management may be broken down into four primary functions:

- Planning: The selection of realistic means to achieve desirable objectives in the light of anticipated events and influences.
- Organizing: Developing, structuring and distributing one's personal resources into effective purposeful strategic action plans so as to coordinate and control the achievement of life and career purposes.
- Implementing: Carrying out, through motivation, of optimal action plans, programs and projects which dynamically translate life/career

plans into required behavior for achieving results from a person's objectives.

- Controlling: Monitoring techniques and procedures which generally specify policies, costs, time schedules and performance standards which (1) measure implementing progress toward achievement of specific objectives, (2) determine that anticipated results follow from carrying out plans, and (3) signal an individual when deviations from strategic action plans require correction.

WAYS AND MEANS TO IMPROVE MY SELF-MANAGEMENT CAPABILITIES

PLANNING MY LIFE AND CAREER
ORGANIZING MY RESOURCES
ACTUATING AND IMPLEMENTING MY PLANS
CONTROLLING BEHAVIOR NECESSARY TO ACHIEVE PLANS

Self-management may also be described as a means for making things happen. This capability represents a person's control over the process of change. It recognizes, however, that many situations are entirely outside of a person's capability for their control. Self-management for some people, unfortunately, may simply be an attitude of simply reacting to changes occurring about them. It is passive and has been described as "self-management by crisis."

Self-management is primarily concerned with the optimal use of a person's resources. Its development represents a certain capability acquired for controlling performances in various aspects of one's life. Capabilities required for self-management in one's life or career may be classified in three general categories:

- Conceptual capabilities: These consist of the rational abilities of a person to perceive and have insight into the complexities of "self," set up objectives and maximize the utilization and development of his personal strengths.

- Behavioral capabilities: These may be internal self-controls or related to the individual's actions with other people. They are generally considered as abilities for participatively working with and through people, utilizing motivation and one's capacity for leadership to achieve specific objectives through social or occupational relationships.

- Technical capabilities: These are personal abilities to apply specialized skills for carrying out specific action plans essential to realizing life and career successes in key result areas essential to a person's happiness and satisfactions.

Self-management is a rational art. It is based upon knowledge and controls which are organized into cause and effect relationships. It may not be thoroughly understood as representing laws of behavior in terms of action and reaction. It nonetheless provides an explanation for the accountability of a person stemming from his self-management capability.

Acquisition of positive attitudes and motivational forces: "I can't do it," "I didn't really put my best efforts into it," "I could have done better if I had wanted to," "It wasn't important anyway, so why should I have done any better." You have heard these excuses many times from many people. We are all guilty of them in one way or another in things we do.

Many people have a real problem in getting off their dead-centers and moving purposefully towards desired results from activities for which they are responsible.

This drive, feeling, can-do attitude of people for moving purposefully towards desired levels of performance and accomplishments represents a very critical key result area. Many individuals pursue a day-to-day routine of activities in which just get them by. They are regarded by others as simply average or ordinary people. There is little in their behavior which sets them apart as being exceptional in some way from others. They are simply average people. However, there are some particular ways in which every person is capable of doing some things better than others.

ACQUISITION OF POSITIVE ATTITUDES AND MOTIVATIONAL FORCES

- HOW MANY TIMES HAVE YOU HEARD?

  "I CAN'T CHANGE BECAUSE I HAVE NO WILL POWER!"

- EVERYONE WANTS TO DO WHAT HE FEELS HE CAN DO BEST...
  - ACHIEVE SUPERIOR PERFORMANCES IN CERTAIN SKILLS
- MOTIVATION AND DRIVE ARE FORCES DERIVED FROM SUCCESS
- SATISFACTIONS FROM ACCOMPLISHMENTS RESULT IN POSITIVE ATTITUDES
  - POSITIVE ATTITUDES AND MOTIVATION ARE CAUSES FOR CHANGE
  - UNDESIRABLE ATTITUDES AND HABITS RESULT FROM FAILURES

The attitude of simply getting by easily becomes a habit. The urge in a person to do something better than others may be lost. They can lose the desire to excel in some field of knowledge, mental ability or manual skill. Too many students expend just enough effort to get through either high school or college. If they fall short in their efforts for achievement, teachers will generally push them through just to get rid of them -- and good riddance it is. Peter Drucker, a well-known management consultant, has said that only about ten percent of any group is responsible for ninety percent of the results. This is also probably true in our educational institutions where only about ten percent of the students are motivated to excel, acquire skills and enter managerial levels where they will represent about ten percent of the labor force.

Rising within a person, and not from outside him, are certain compelling forces to take actions and make accomplishments which meet his needs or wants. Both motivations and positive attitudes are abstract, intangible and very difficult to understand forces within ourselves. Yet they are the major causes for the greatest accomplishments in the world's literatures, scientific discoveries, business, art, sculpture and music. Many young adults either in their studies or work outperform others because of their motivations even though they may be rated as only average in intelligence or learning ability.

Applicants for jobs, particularly those leading to responsible and authoritative positions, are always being looked for by recruiters in terms of their motivational forces and positive, can-do attitudes. Leadership itself has its roots deeply sunk in the personality factor of motivation. Persons with this attribute must keep accomplishing new records. As they achieve one goal, their level of ambition and aspiration rises to higher goals. One success becomes a challenge for greater successes. Motivational forces may become so overpowering that leaders find themselves working harder to satisfy their inner drives than for external benefits, recognition or rewards.

There are various qualities which characterize the motivated person. First of all he must excel, be above average, recognized and be successful. However, there are other factors which should complete the picture of the motivated individual. These include:

- A realistic knowledge and understanding of himself
- A positive feeling of being able to win, confident and self-trusting
- Happiness becomes the ultimate measure of his successes
- Compassion for one's self and others

Positive strong attitudes should be encouraged in all of us for doing those things well which stem from our aptitudes and may be developed into specialized skills. Motivations, to a certain extent, are the result of doing these things well. We wish to repeat the experience of being exceptional. A wide range of motivations may be developed out of successful, repetitive situations and the impacts they have on our satisfactions, increasing of our interests and fulfillment of needs.

Development of an innovative capability: To strive for the development of a creative capability as an achievable objective may be futile for most of us. However, all of us can and should be expected to develop an innovative ability for doing things differently or better than they have been done in the past or by others.

Innovation is pervasively concerned with any new or improved form or means by which a person may increase the quality or quantity of his performances. It is eagerly looked for by employers and is amply rewarded. It is the means which he uses in his business to outperform his competitors, develop a better product, obtain a larger share of a market and realize increased earnings.

As individuals concerned with our own growth it may frequently be regarded as including the development of new skills or aptitudes. It is a form of self-actualization. More broadly considered, innovation may be applied to any improvements which are made to happen within a person himself or factors in the environment over which a person may exercise control. Generally speaking innovation is an attitudinal quality of self-management.

The quality of innovation in a person recognizes that one's resources must be committed in new ways and as advantageously or beneficially as possible to risk taking situations. Tomorrow will be different from today's situations. The future is uncertain. Effective strategic action plans we adopt to achieve future objectives must be new and different. Commitments of our current personal resources must be made to expectations. Innovations represent risk-taking action plans to cope with the process of change in utilizing our resources to their greatest advantage.

Strong self-management is needed by a person to guide himself between a route which tries to be 100 percent free from mistakes and a course of calculated risks where liabilities of change are equated with risk of opportunities.

Imagination can be either an asset or liability to any person. If controlled and used in problem solving processes it becomes a real personal strength. If uncontrolled and occupied with mere wishful self-glorification it can easily degenerate into fantasies. Some people, if they permit this later indulgence to dominate their imaginative capability, will begin to live in a world of unrealities. However, imagination + intelligence = creativity or a least innovation.

People tend to feel and act in the way they imagine or believe themselves to be or able to become. Imagination provides the capability for a person to set goals for himself and to envision various roles for himself in life and the career he wants for himself. Imagination has been described as the capability of creating mental future pictures of yourself, others and the relationships between things. The innovative factor in planning must frequently draw upon the powers of the imagination. The entire human physical organism is a complex servo-mechanism. It automatically adjusts itself to seeking goals or objectives by the application of feedback data and information which is acquired about one's self. Imagination fits this information together in new and different patterns.

HOW CAN I DO THINGS BETTER, DIFFERENTLY AND MORE BENEFICIALLY THAN IN THE PAST

CRITICAL LIFE/CAREER PERFORMANCES	INNOVATIVE MEANS FOR IMPROVEMENTS

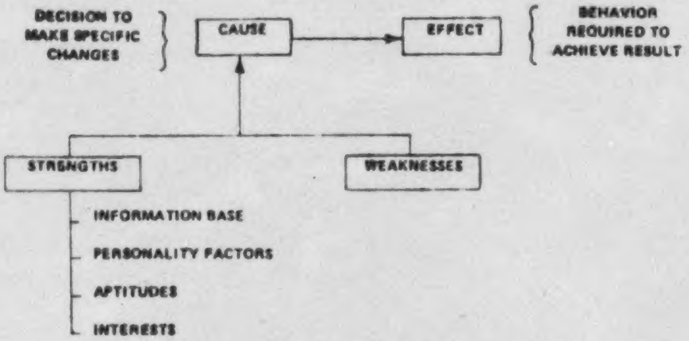
One's imagination must be coupled with rationality. The purpose of innovation is the creation of new ideas or rational concepts. Every person is concerned with his improvement. Many of these improvements will be aimed at strengthening existing skills, developing latent aptitudes or changing what are "bad" to "good" habits or patterns of behavior. Everyone should single out particular ways of how he acts or behaves and analyze them to determine how he may improve or change them.

In doing things better, an individual is frequently stimulated to do them in ways that they were not done before. He becomes creative in the means used to cause events to happen at savings in labor, time, costs, and with a maximum of results from his performances.

The innovative capability of a person is a direct reflection of his rational and imaginative qualities. It provides the drive to do things differently. It should have beneficial and positive results. It is a very precious quality which a person can use to make life intensely interesting. It is an asset which every employer seeks in a job applicant.

Evaluating one's strengths and weaknesses: You need some sort of balance sheet on your particular assets and liabilities, strengths and weaknesses, if you are to manage both your life and career effectively. You must put your assets to work for you to maximize the benefits you can earn from the proper application of your strengths.

PLANNING DECISIONS SHOULD BE MADE FROM BASIS OF STRENGTHS NOT WEAKNESSES



Decision making for the achievement of the most advantageous and beneficial of results from actions taken must be premised upon an informational base of various consequences of events or situations a person causes to happen. Effects or consequences to decisions have a higher probability of occurence when they stem from a person's strengths. A person's major objectives in life should be supported by combinations of various strengths in his personality, developed or potential aptitudes and dominant interests.

A self-management capability begins with building up a balance sheet on your strengths and weaknesses on your resources. These will be applied in planning and accomplishing objectives in your various life activities. Goals will not be reached, except through chance, unless a person knows what his strengths are and applies them to work towards his objectives.

Information and evaluations of one's personal resources should be organized, classified and made applicable in a form that makes them usable for planning purposes. These may be put in tabular forms or even be described in charts and graphs. As such they will begin to assume a quantitative value or be described as strengths or resources which are average, above or below average for others in your peer or career group. They become valuable to you as measurements of particular strengths required in action plans required for objectives you set.

The entire process of self-analysis may be described as being aimed at determining your various strengths. Some sort of comparative measure should then be used to define or quantify, if this is possible, your personality attributes, aptitudes and interests. Obtaining a self-concept as to the kind and degree of your personal resources makes it possible for you to compare them to the same qualities in other people, particularly in an occupational group which you are thinking of entering.

Steps in making an audit of your personal resources include:

- Determine and understand what you are specifically trying to analyze about yourself whether it be a test, the test questions themselves, subject matter of an evaluation interview or an introspective study you are making of yourself.

- Think over, analyze and interpret the answers you've given on yourself or appraisals others have made of you. Do they truly supply the facts about yourself as you see them? How average or what variations from the average do you see in your personality and other qualities?

- Discuss questions on yourself with respected advisors and amend answers on your personal strengths and weaknesses as you have seen them.

- Summarize conclusions on your various personal resources in major categories or classifications with some sort of quantitative evaluation. This rating should provide you with an initial picture of your strengths and weaknesses. It should also provide you with directions to be taken for your resources development.

It will generally be agreed that resources consist of certain qualities or characteristics of the personality which might be classified as internal or particular to a person as a unique human being. Other resources which he possesses may result from the external environment from which he has or may sometime in the future acquire advantages. Each of these major categories will have many minor subdivisions. External resources in terms of money, available time, friends, potential job markets or educational facilities for acquiring new knowledge or additional skills are more familiar to most people than their internal qualities.

Anyone engaged in life/career planning should acquire a knowledge of his behavioral characteristics as they are and their potential for becoming in terms of (a) being able to define and describe these qualities, (b) significance of these characteristics or qualities in their own behavior and the need for change, (c) limitations or potentiality for change of these internal qualities or personal attributes, and (d) acquiring some comparative measurement of these characteristics for purpose of change, improvement or meeting competitive situations in any of life's activities.

MY ATTITUDES AND MOTIVES FOR ACHIEVEMENT

List five positive attitudes or motivational forces I have for doing better than average or excelling in various areas of my aptitudes, skills and interests. Opposite each attitude or motive indicate any limiting restraint, habit or other negative force that reduces the positive results desired from my attitudes and motives for achievement. What corrective actions can I take to maximize my motivational forces?

POSITIVE ATTITUDES AND MOTIVES	RESTRAINING FACTORS OR INFLUENCES	CORRECTIVE ACTIONS TO BE TAKEN

EVALUATION AND APPRAISAL OF YOUR PERSONAL STRENGTHS AND WEAKNESSES

INDICATE AFTER EACH INDIVIDUAL FACTOR A PLUS (+) OR (-) as an estimation of your particular strength and weakness. If an individual factor is particularly significant to your life/career plans or development indicate the magnitude of importance by more than one + or - . Include additional factors which your feel are or may in the future be important to you and rate them accordingly. Recommend how your strengths may beutilized for advantages and benefits in your planning and improved upon. Also recommend how your shortcomings or weaknesses may be minimized, corrected, overcome or reduced.

FACTOR	—	—	—	+	+	+	PROPOSED MAXIMIZATION OR MINIMIZATION OF FACTOR

CAREER AND NON-CAREER INVENTORY OF ABILITIES AND SKILLS

ABILITIES AND SKILLS ALREADY ACQUIRED

Which meet personal needs

Which have an income or earning capability

ABILITIES AND SKILLS TO BE ACQUIRED

Which will satisfy future personal and non-career needs

Which are required for my income capability

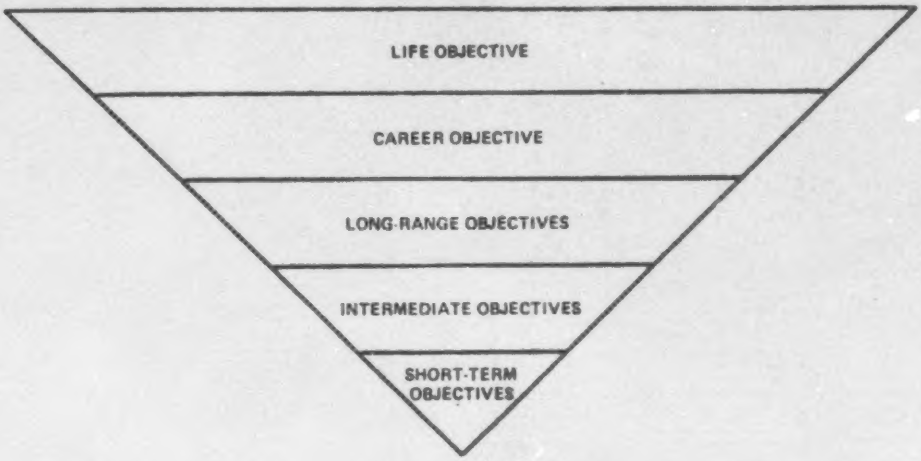
TRIAL BALANCE ON MY STRENGTHS AND WEAKNESSES
(ASSETS AND LIABILITIES)

WHAT I AM OR WHAT I HAVE (CURRENT PERSONAL ASSETS)	WHAT I AM NOT AND DON'T HAVE (CURRENT PERSONAL LIABILITIES)	WHAT I WANT TO BECOME AND HAVE (FUTURE STRENGTHS AND CORRECTED WEAKNESSES)
INTERNAL ASSETS	INTERNAL LIABILITIES	FUTURE INTERNAL ASSETS OR STRENGTHS
EXTERNAL ASSETS	EXTERNAL LIABILITIES	FUTURE EXTERNAL ASSETS OR STRENGTHS

OBJECTIVE SETTING FOR SELF-MANAGEMENT

We commonly use the term objective or goal. It represents a needed or future state of our being or certain accomplishments important to us. An objective is set for achievement within a specific period of time, tomorrow, in several months or in two, five or more years. Setting meaningful objectives may at first be confusing to a person. In the initial phase of planning over 60 percent of a group in life/career planning will describe the primary objectives of their lives and careers as being: (a) living the life they want, (b) being able to earn a living (in most cases defined in uncertain terms), (c) obtaining and holding a position in the job market, and (d) furthering their education.

PLANNING CONE OF LIFE/CAREER OBJECTIVES



These descriptions of objectives do not go beyond the general and universal use of the term to define accomplishments in terms of concrete and specific results. They are largely expressions of ongoing or general intent. This is not enough. It is desirable to define and use the term "objective" so that it will have a common meaning for anyone using it:

- Continuing objective: This term expresses the qualitative or quantitative specifications of ongoing standards of a person's total performance which embody underlying and undeviating intents.

- Self-management by objectives: The measurement of one's performances by the scheduled and effective achievement of specifically stated and quantified objectives.

- Priority of objectives: The ranking or hierarchy of objectives in a sequence of importance for particular aspects of personal planning.

- Specific objectives: These are quantitatively or numerically expressed values of explicitly defined personal purposes for accomplishment by a definite time with limited expenditures of time and money.

DEVELOPING STATEMENTS OF PERSONAL OBJECTIVES

- **OBJECTIVES INITIALLY ARE QUALITATIVE STATEMENTS OF INTENT**
  - **GENERAL STATEMENTS OF PURPOSE — INDEFINITE, HAZY**
  - **LACK QUANTIFICATION FOR MEASUREMENT**
  - **BECOME BASES FOR CREATING SPECIFIC OBJECTIVES**
- **SPECIFIC OBJECTS REPRESENT CONCRETE RESULTS TO BE ACHIEVED**
  - **REQUIRE STRENGTHS FROM YOUR RESOURCES**
  - **MEASURABLE BY OUTPUTS FOR DESIRED CHANGE**
  - **TO BE REALIZED BY SCHEDULED DATE, COSTS AND EFFORTS**
  - **SUPPORTED BY STRATEGIC ACTION PLANS AND CONTROLS**

We should be primarily concerned with accomplishing specific objectives. General objectives are generally so vague that they are meaningless. They have sometimes been described as feelings on "motherhood and sin." Since each of us differs from everyone else in the world, we should look at:

- What a person can actually do? Raising this question involved an evaluation of one's particular strengths and weaknesses, future threats and opportunities in the job market, a clarification of individual needs or special problems. It also examines and asks for a description of a person's particular resources, special skills or technologies, and provides an analysis of the characteristics which make a person unique and different from other people. An estimation of his capacity to handle necessary risks to enter into and take advantage of opportunities in a particular job market must also be appraised.

- What a person might do? Answers to this question calls for a person becoming acquainted with a reasonable number of occupational fields which he might qualify to enter; becoming aware of the changes which will occur in these occupations; vulnerabilities within the environment of the job fields; threats or dangers vs. opportunities or challenges; and an indepth understanding to the particular career field he proposes to enter.

- What the person as a unique being wants to become? Answers to this question represent the thrust of direction which is dictated by a person's value system, aspirations, ambitions and ideals of self-management. It represents the response to what a person would like to become in terms of his life mission, income, savings to be accumulated in his lifetime, skills, the education which he wishes to obtain, satisfactions he will realize in a particular job field, becoming a leader vs. a follower, and the achievement of various qualities or activity goals at different stages of his life.

- What a person should or must do? Every person is limited to some degree by constraints set by society, the job market or self-imposed policies which will influence his choice of directions and the decisions he will make in following a particular route of development. Oftentimes the formulation of an objective may involve social or ethical considerations as well as satisfying a person's particular aspirations, capabilities or desires.

- What a person finally decides to do? This decision point or determination of direction is arrived at in the life/career planning process as an objective. Its accomplishment should represent the greatest possible benefit to the individual. Its achievement should receive his entire attention and efforts in strategic action plans if the specific objective is critical to the realization of a life/career plan. Objectives for one person may be unsuitable, unfeasible or completely undesirable for another person. Each person must create his own body of objectives which fit his particular capabilities and life purposes.

General objectives must be reduced to specific goals and "yardsticks" determined for measuring a person's progress in achieving them. Controls will be required for their accomplishment in terms of When? Where? How Much? and How? Broad, general objective statements suffer from the shortcoming of not being expressed in terms of predeterminable desired results. They may also lack implementing controls over action programs to realize definite results in terms of satisfactions and rewards for work well done. Standards must be built into objectives so that a person can measure to what extent and how well he accomplishes the magnitude of performances built into an objective.

CREATING SPECIFIC OBJECTIVES MEASURABLE FOR ACCOMPLISHMENT

CONTINUING OR QUALITATIVE OBJECTIVE	SPECIFIC OR QUANTIATIVE OBJECTIVE
● GENERAL STATEMENT OF ONGOING INTENT	● REALIZED THROUGH ALLOCATED RESOURCES
● INDEFINITE AS TO REQUIRED RESULTS	● HAVE DUE DATES FOR ACCOMPLISHMENT
● SUPPORTED ONLY BY GENERAL STRATEGY	● GIVEN PRIORITY FOR ACCOUNTABILITY
● NOT MEASURABLE AS TO SPECIFIC RESULTS	● RESULTS DEFINED IN MEASURABLE UNITS

Objectives generally should be few in number. However, they should also represent the hard core of fundamental purposes which a person has finally agreed within himself are essential to success in his definition of life mission and directions to be taken for career purposes and personal growth. Fanning out from a person's definition of his life mission and the first level of long-range objectives are multiple layers of means or strategic action plans. These represent the ways an individual proposed to achieve major life and career purposes. These represent key result areas required for success in the many facts of activities, occupations and use of leisure time.

All people have objectives. Generally they are unwritten and oftentimes only informal expressions of continuing goals which they would like to achieve. These purposes underlie practices of self-management as people would like to see themselves achieve or become. An objective accordingly becomes a planned, needed result which an individual expressly wishes to achieve. When it is reduced to a time, cost and self-management responsibility it becomes a specific objective. It becomes a person's standard for performance and achievement.

Specific objectives should be formulated to meet key results required for those successes which a person feels he should achieve in life. Initially they may tend to be concentrated in the area of getting a job and earning a salary. A statement, definition or understanding of life mission is generally bypassed.

The creation of a body of personal and self-management objectives does not result from a one-time effort in life/career planning. It will involve years of planning efforts by a person before a realizable, working body of objectives is evolved. They eventually should become achievement goals for all aspects of a person's life -- occupational, leisure time, marriage, family relationships or any activities he enters.

CHARACTERISTICS OF PERSONAL STRATEGIES

DESIRABLE	UNDESIRABLE
• WITHIN AVAILABLE RESOURCES	• HIGH RISK TO MISUSE OF RESOURCES
• REASONABLE RISK-TAKING	• LACK OF ALTERNATIVES FOR CHOICE
• FULL UTILIZATION OF RESOURCE	• POOR MOTIVATION TO CARRY OUT ACTION PLANS
• CONSISTENT WITH OTHER STRATEGIES	• DO NOT MAXIMIZE RESULTS SOUGHT
• POSSESS SYNERGISTIC EFFECT	• LACK STANDARDS FOR PERFORMANCE

Objectives may be classified according to the categories of the key result areas. These may be reordered or modified to meet the particular requirements of the individual's fulfilling his life mission and the range of purposes and their priorities which he wishes to follow in his practice of self-management. These include:

- Objective(s) representing a clearly thoughtout and defined life mission
- Objective(s) to achieve a capability for self-support, income and profit
- Objective(s) for the development of the total (body, mind, personality) potentiality for growth
- Objective(s) for the performance of recognized and specific social responsibilities
- Objective(s) to acquire more knowledge or improved skills that are marketable or satisfy personal needs
- Objective(s) to result in a demand for a person's assets in the job market
- Objective(s) to achieve an ability for self-management
- Objective(s) to acquire positive attitudes and motivational forces
- Objective(s) to improve one's capacity for creativity and innovative skills

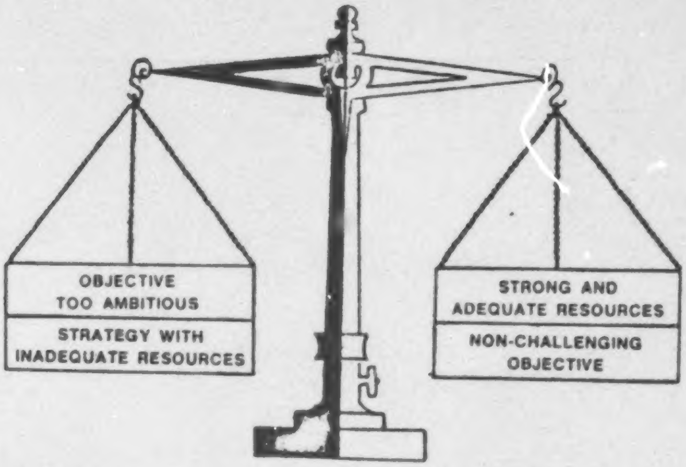
Objectives formulated for personal achievement and improved self-management represent directions in which a person wishes to go. Once a person's objectives have been thoroughly analyzed and decided upon they should; (a) instill unity of purpose into all his activities and life as a whole, (b) increase his motivation for self-management, (c) place emphasis in activities upon results and standards of performance, (d) provide premises for problem solving, decision-making and implementing actions required throughout one's life time, (e) improve coordination and balance between various parts or facets of a person's total life activities, (f) improve a person's capability for communicating reasons for his behavior to others as may be required, (g) demand a categorical or imperative effort for results through self-management, and (i) establish a basis for a person's measuring the results of his performances in self-management.

It is desirable to distinguish certain criteria that are essential from those that are desirable attributes of objectives: Essential criteria -- (a) Are they feasible (can they be accomplished)? (b) Are they suitable (will they take you in the direction you want to go)? (c) Are they valuable (are they worth the price you are going to have to pay for their results)? (d) Are they achievable (is the objective practical and within your ability to achieve it)? Desirable criteria -- (a) Are the objectives adaptable (may they be amended, changed and sufficiently flexible to handle changes of direction in a person's life or in coping with a rapidly changing environment)? (b) Are the results of achieving objectives measurable (can progress towards the accomplishment of an objective be measured and evaluated)?

All objectives should contain values that are capable of inspiring a person's commitment to realizing them!

The test-by-fire of a person's ability for self-management is to establish muscle-stretching but achievable objectives. It represents a significant mark of an individual's purposeful living and the sense of direction which it provides to his entire life and all his activites. Objectives set in the process of self-management will establish the level and tone for the efforts, direction and results of a person's entire life and career plans. Should a person flounder confusedly, prove indecisive or formulate erroneous or inadequate objectives, his mistakes and poor self-management will be compounded down through the levels of his strategic action plans, programs and projects.

STRATEGIES SHOULD BALANCE RESOURCES WITH ACHIEVABLE OBJECTIVES


OBJECTIVE TOO AMBITIOUS
STRATEGY WITH INADEQUATE RESOURCES
STRONG AND ADEQUATE RESOURCES
NON-CHALLENGING OBJECTIVE

TRADE-OFFS REQUIRED TO BALANCE OBJECTIVES WITH STRATEGIES

Once objectives have been accepted as directional principles for self-management, they become regulatory aids for decision-making and the resolution of problem issues affecting all activities in a person's life. Desirable qualities of a body of personal objectives include:

- Continuing objectives should express the long-range strategic purposes of an individual. They should not require frequent and major revisions. Specific objectives, on the other hand, are shorter term and "tactical" in nature. They may be modified and accomodated to external and internal changes. They represent short- and intermediate-term goals for the directions which a person wishes to take.

- Specificity of precise and exact result in long-range and continuing objectives is not always nor absolutely necessary, meaningful of critical. For shorter-term objectives, however, they are essential. Continuing objectives should be broken down into specific objectives with working details distributed down through action plans as standards and guides to performance for results in self-management.

- A complete body of balanced and inclusive objectives in all key result areas for self-management performances is essential to life/career successes.

- The organization, priorities, clarity of statement and understanding of objectives should be perfected to the degree that they provide a practical basis for decision-making points and practices in all areas of a person's activities.

- Self-management for results should gradually acquire greater importance and application as a consequence to the development of a realistic and balanced body of objectives. They will provide indispensible guidelines for directions and decisions required for successful self-management. Definitions of personal purposes and a hierarchy of objectives, both continuing and specific, distinguishes one individual from all others. They are essential to his quality of uniqueness.

The purpose of life/career planning is to obtain specific results from improved performances in self-management. All individuals, once they have acquired knowledge and skills in the practice of life/career planning, will agree that they can achieve reasonable goals once they have been carefully worked out and defined for achievement.

STEPS IN SETTING LIFE/CAREER OBJECTIVES

After having established an information base about yourself and your future environment, the second step in life/career planning is to set realistic objectives for yourself in all key result areas representative of your desired future performances. The results of these objectives will be essential to the happiness and satisfactions which you expect to realize from your life, career and important activities.

- Develop a statement for each key result area of your ongoing and qualitative intent for performance, accomplishment or your being as a desired standard for achievement and as a critically important life goal. This becomes your CONTINUING OBJECTIVE. Progress towards its accomplishment is generally not measurable. It provides the frame of reference within which you will write a more specific objective.

- The continuing objective is then analyzed and rewritten to describe a performance or accomplishment to be achieved within a limited period of time and the use of particular resources in terms of costs, time and skilled efforts. This definition of purpose embodies a SPECIFIC OBJECTIVE to be achieved in quantitative terms. *Progress towards its accomplishment also should be measurable*. Its accomplishment is scheduled within a limited planning period.

- An explanation of your reasons for writing the specifications of the specific objective constitute the RATIONALE. It contains the priority to be assigned to the specific objective. More importantly it should analyze and state the consequences to you if the specific objective *is* or *is not* accomplished.

- An analysis of the specific objective as to its feasibility, suitability, achievability and its being expressed in quantitative terms and measurable for achievement represents the CRITIQUE. It provides a criticism of how you initially expressed the specific objective so that it may be amended and rewritten in more concrete and measurable terms to fit your needs and desires.

- The final step in preparing a specific objective for each of the key result areas is to write and rewrite the specific objective so that it becomes a challenging but achievable goal with results which you can measure. It should maximize the results from your resources.

  The results of specific objectives are critically important to you for the realization of your life/career plans. To the degree that the desired results are not achieved from your objectives, you will experience corresponding degrees of unhappiness or dissatisfaction.

EXAMPLES OF OBJECTIVES AND THEIR CRITIQUES

A. Objectives for Realization of a Defined Life Purpose

Example No. 1

- **CONTINUING OBJECTIVE:** To realize my maximum self-fullfilment through developing my intellectual, physical and social capabilities as a human being.
- **SPECIFIC OBJECTIVE:** To adopt a system of self-management practices in all my life activities by ____________________ *(date)*. Time schedules and action plans for each key result objective and their strategic action plans are described in my total life/career plan.
- **RATIONALE:** In preparing these statements of objectives I feel that it will require the sum total of all my performances to realize my full life purpose or mission. If each of my objectives are consistent with others, challenging and optimally utilizing my above average resources, I do not believe there is a need for my creating a specific objective for a life purpose. This effectively requires measuring my progress upon achieving objectives in each of my key result areas. It is my belief that specific objectives for various life and career purposes represent in their totality of accomplishment my life mission. I accordingly am distributing over the various key result areas my various goals for use of leisure time, avocational and hobby pursuits, plans for retirement and the goals which will satisfy my various marriage, religious, social and occupational needs.
- **CRITIQUE:** The achievement of a qualitative goal such as life purpose must necessarily be difficult to measure except in terms of happiness and satisfactions which a person demands from his particular life style and value system. Progress in achievement of all other objectives may be measured directly or indirectly from results of their accomplishments. This does not hold for an objective of life mission or purpose except for one's personal assessment of the degree of satisfactions he feels on the progress or the way he is conducting his total life's behavior.
- **SPECIFIC OBJECTIVE (REWRITTEN):** To intensively study and adopt self-management practices by ____________________ *(date)* in all key result areas of my life which will make me satisfied with standards I have set for myself and happy with the results of my performances.

Example No. 2

- **CONTINUING OBJECTIVE**: To manage my entire life in such a way as to develop my unique potentialities and resources and to achieve a direction for all my total life activities.

- **SPECIFIC OBJECTIVE**: (a) To discover my aptitudes and interests by ____________________ *(date)*; (b) To learn the art of planning my life and the principles of self-management by ____________________ *(date)*; and (c) To investigate a career in nursing and the future that this field might hold for me.

- **RATIONALE**: I have discovered that it is difficult to make any personal progress without setting directions for myself in the form of clearly stated objectives. In order to achieve any fulfillment of my many desires I must first define results I want to accomplish and impose controls over activities which will help me achieve a large number of purposes I want to accomplish in life. My greatest difficulty is in finding a meaning to man's life itself so that I can then set a purposeful meaning to my own life. I question very much whether or not the specific objective I have written above is a statement of the basic purpose I want in life. It would appear to be an objective of learning to know myself better and an expression of my need to acquire policies to govern my behavior.

- **CRITIQUE**: The three-part objective statement represents several results of self-analysis and do not necessarily define critical performances in key result areas. Two parts might more appropriately be placed respectively under my developing income and self-management capabilities. As specific objectives, periods of time and strategic means might be developed for determining aptitudes and interests, the selection of a career in health services, acquiring skills in planning and the practice of self-management controls. The real need of this person is to obtain an understanding of her life. This will provide her with a purposeful meaning for her rational activities and possibly a non-rational belief that will have an overall influence over her behavior. Without arriving at some personal and meaningful purpose in her life, it will be difficult for her to write any specific objective for a life mission as illustrated in the following attempt to redraft the life mission statement.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To undertake a search, which may be lifelong, for the meaning of my being and life so that I can discover a purpose for myself for the standards of behavior according to which I want to live.

- To study within the next two years myself and others as worthwhile human beings and apply self-management principles and practices which will result in a better quality of life for me.
- To adopt self-management policies which will improve my personal behavior and conduct and the daily relationships I have with other people. *(Details of specific objectives, results and schedules omitted)*

Example No. 3

- **CONTINUING OBJECTIVE**: My life purpose is to participate in the divine order of God's creation and to live in the way I was educated by my parents and according to the precepts of the bible.
- **SPECIFIC OBJECTIVE**: To obtain a better understanding of myself and fellowmen, the writings of the great philosophers and to practice the ten commandments throughout my life.
- **RATIONALE**: I am still in process of determining my career goals. However, I know that the selection process will be strongly influenced by my beliefs and religious values. I strongly need a better understanding of myself and the world I live in. I also recognize that I should more actively participate in social programs and activities of my church. I would like to make my needs for self-improvement and bettering conditions of others a purpose of my everyday life. These feelings should express themselves in a daily practice of charitable deeds and hopefully in a career which I am in process of choosing. This career may very probably be in one of the fields of social service.
- **CRITIQUE**: Both the continuing and specific objectives represent strong idealistic or religious attitudes towards life. The specific objective begins to approach the form of a statement of desired performances which might be measured. However it does not specify any personal accomplishments to be achieved within given time periods although it may be recognized as an overall goal of lifelong activities. To make the specific objective more measurable, it might be detailed out with a schedule of readings to be completed within a given time period (one or two years) and special studies to be made which will give the individual a better understanding of human behavior. A list of practices for self-improvement, which would be few in number at the beginning but could increase as the person becomes practised in charity and other acts. In performances of his improved practices of behavior, readings and studies he should be able to measure progress towards his specific objective. The critique

might include, moreover, that the specific performances described in the specific life mission objective might be better placed under the key result areas of self-management and improvement, innovative behavior or social responsibilities. As various statements of personal life mission are examined it becomes clear that they are closely related to one's beliefs, philosophy of life or value systems.

- **SPECIFIC OBJECTIVE (REWRITTEN):** To complete the reading of three (3) books by ____________________ *(date)* recommended by my advisor which will give me a better understanding of myself and the behavior of other human beings; to read two (2) books in philosophy recommended by my minister or a teacher by ____________________ *(date)*; and to practise the following activities for self-improvement or help to others as listed below until they become a part of my behavior and way of life.

Example No. 4

- **CONTINUING OBJECTIVE:** To beneficially influence as many people as possible in an underdeveloped country so as to improve their conditions of health, education and social ways.
- **SPECIFIC OBJECTIVE:** To prepare myself in the next two years (1) to gain entrance into a nursing program by ____________________ *(date)* (2) to complete a nursing program at St. Joseph's Hospital two years afterwards; and (3) to become affiliated with a medical missionary group.
- **RATIONALE:** The main purpose of my existence and the strong compassion I have for people who are deprived of most advantages in life will be my contribution to the betterment of mankind. This attitude has been formed in part by my having lived in a Central American country as a child. Furthermore I became bilingual and have continued my Spanish after returning to the U. S. My aptitudes and interests indicate that I would probably be successful in the health field. Nurses are greatly in demand in all the undeveloped areas of Africa, Latin America and Asia.
- **CRITIQUE:** The specific objective does not follow from nor out of the continuing objective. It may be more identified with a career objective than a life mission. However, it is an identification of a life purpose which the person wishes to adopt and is most comfortable with. It cannot be faulted. Selecting the nursing field, however, represents performance in the key result area of achieving a

capability for income, the selection of a career field and a means of entry into it. It should be recognized that social, religious or other strong dedications of many people influence both their life purpose as well as their selection of an occupation. The following draft of the rewritten specific objective represents a career or income creating capability (first two parts) and the last a means of realizing an aspect of her life mission.

- **SPECIFIC OBJECTIVE (REWRITTEN):** (1) To complete at the Rutherford Technical Institute by ____________________ *(date)* its two-year prenursing program with a grade average of B or better at a cost not to exceed $3600; (2) To enroll in the nursing program of Webb Memorial Hospital and its affiliated college to complete three years of college and receive my R. N. by ____________________ *(date)* ; and (3) To apply for membership in the Overseas Nursing Corps of the Evangelical Missionaries for a three-year contract as a registered nurse in Central America during my final year before receiving my R. N.

B. **Objectives for Achievement of Self-Support and Income Capabilities**

Example No. 1

- **CONTINUING OBJECTIVE:** To acquire the necessary skills and educational background to become a medical technician with the intention of returning to the university for a degree in one of the health sciences after having obtained experience and accumulated some savings from working.
- **SPECIFIC OBJECTIVE:** To complete the two-year curriculum for an A. A. degree as offered at the neighboring technical institute near my home after graduation from high school.
- **RATIONALE:** I do not have the financial resources to complete four years of college without working. I must find some way to earn my living while completing a desired 4-year university course for a degree. With two years of college in the health management sciences, specializing in X-Ray Technology, I feel that I can support myself while completing an educational program for becoming a hospital administrator. I am still not completely certain whether I wish to go into the health field or some form of social work. This program and experience while working should clarify my career goals. Right now my major goal is to find an occupation that I like and which will support me while finishing my education.

- **CRITIQUE**: This decision as to making a final career choice is not unusual. From tests she has taken, school records and her interest profiles she appears to have the qualifications for entering either social service or health care occupations. The specific objective might be rewritten to include accomplishment according to certain time schedules, cost limitations and a level of academic performances measured by grades she proposes to receive. The planning span for the specific objective is rather long. It will require a minimum of 4 to 5 years for accomplishment. It might be desirable for her to create another specific objective for herself after her obtaining a job in two and a half years which will provide her with an income while finishing college.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To complete by ____________________ *(date)*, at a minimum cost of $800 a year while living at home, with a B or better average in my grades in a curriculum at Hamilton Technical Institute which will qualify me as an X-Ray technician at the Fisher Childrens Clinic.

  - To obtain a B.S. degree in nursing while going to school parttime within four years after completing the two-year institute program.

  - To take several courses in the social sciences before my B. S. degree which will qualify me for entry into a R. N. career if my interests are in this direction.

Example No. 2

- **CONTINUING OBJECTIVES**: To study a minimum of three occupational fields related to mechanics and to select one for which I have the greatest aptitudes, interests and possibilities of a career.

- **SPECIFIC OBJECTIVE**: To complete a study by ______________________ *(date)* of occupations in auto, aircraft and heavy equipment mechanical repairs which must suitably fit my aptitudes, profile of interest and schedule a program of studies and experiences to qualify me for entry into the job market.

- **RATIONALE**: I enjoy working with machinery and repairing equipment. I have earned high grades in physics and machine shop courses in school. I have also had two years of drafting. If I go into any occupation involving mechanics I want to obtain the best training that I can get. I want something more than just a job. The occupation I'm looking for must offer more than a pay check and a time to begin and quit work. I want a certain account of independence. I would like to be able to work on the mechanics of a piece of equipment so that I can improve its operations.

- **CRITIQUE**: Should the writer of the above objectives and rationale remain in college? He is presently finishing his freshman year. He has indicated a strong desire to transfer into a vocational school studying auto mechanics. Family pressures induced him to enroll in college. A good student and serious as to the most beneficial use of his talents, he has reached a decision point of transferring to a trade school. Following graduation from a two-year program, he would like to enroll in an advanced school of auto mechanics conducted by one of the large automobile manufacturers. Following discussions with his guidance councellor, the student rewrote two specific objectives as follows:
- **SPECIFIC OBJECTIVE (REWRITTEN)**:
  - Following a study and selection of an occupation in mechanics to be completed by ____________________ *(date)*, I will enroll in classes at ____________________ *(name* Technical Institute ____________________ *(date)* and graduate ____________________ *(date)*. My tuition, living and other costs for two years will be budgeted for not more than $ ____________________ *(amount)*. My graduate average for all courses will be 3.5 or better.
  - To enroll in an advanced school of auto mechanics at ____________________ Institute in ____________________, Michigan following my completion of the two year program at ____________________ Technical Institute and graduate in the upper 10% of the class at a cost not to exceed $3000.

Example No. 3

- **CONTINUING OBJECTIVE**: To determine the best occupational field for my particular aptitudes and interests and undertake a course of studies and work experiences to obtain a job within this chosen occupation.
- **SPECIFIC OBJECTIVE**: To meet with my counselors for an interpretation of test data on my aptitudes and interests and match these assets with the occupational requirements in three job fields in which I am interested (electrical and plumbing contracting and rock masonry).

- **RATIONALE**: I have only a few years left for either college or trade school to qualify myself for a job which will enable me to earn a living for myself. Some college work may be desirable but I feel that two years of vocational training after high school will meet my needs for the training I need for successful entry into the job market. I am primarily interested in a service type of trade which requires state licensing or certification such as a contractor in plumbing, electrical or a similar form of work. Eventually I would also like to form my own independent business. I have the aggressiveness needed to contact people and sell my services. I would also like to include in the education I shall need several courses for small business, expecially accounting, marketing and general management. My counselor, friends and parents have advised me that I will probably benefit more from this career plan for an occupational field than spending four years in college since I have no interest nor desire for entering a "white collar" profession. I want a job where I can work with my hands and in a field where I can someday build my own business.

- **CRITIQUE**: The specific objective does not tie down the time by which the meeting with the counselor will be held nor the periods of courses for obtaining occupational skills. The person should also set a due date for matching of his skills against various job requirements. The rationale strongly indicates his selecting a skilled trade. This was later confirmed from interviews and test records. The objective was accordingly rewritten incorporating several strategic means for its accomplishment.

- **SPECIFIC OBJECTIVE (REWRITTEN**: To complete my study and choice of an occupational by ______________________ *(date)* and two years of vocational training qualifying me for entry into one of my present occupational interests by ______________________ *(date)* according to the following schedule.

Example No. 4

- **CONTINUING OBJECTIVE**: Within a planning span of my next two years in school and by ____________________ *(date)*, I shall earn an initial income commensurate with my education and acquired skills so that I can enjoy the pleasures and benefits of life related to my family, friends and interests.

- **SPECIFIC OBJECTIVE**: I will enter the work force in the field of marketing management in one of the Southeastern States as a trainee. The purpose of my first job will be to obtain experience necessary to advance into more responsible and higher paying positions.

- **RATIONALE**: The position obtained upon my entry into the job market will probably not fully permit me to satisfy all my immediate wants. My leisure time will be limited. Furthermore many of the goals which I presently have set for myself in other key result areas must become secondary to my becoming established in my career field.

- **CRITIQUE**: The continuing objective contains some of the rationale which would justify the selection of a career rather than represent an objective of entry into the job market. The specific objective might also be described as a continuing objective. It should be rewritten to include a time schedule, budget of costs and due dates for desired performances.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To obtain a marketing management position in the southeast as a trainee by ____________________ *(date)* at a maximum of $ ____________________ according to the following schedule of desired results. (From my life/career strategic plans to achieve objectives)

C. Objectives for Realization of Potentiality for Growth

Example No. 1

- **CONTINUING OBJECTIVE**: To grow as a person and mature in every way possible according to my particular aptitudes and interests which will realize my potentialities not only for a career but in all my life activities.
- **SPECIFIC OBJECTIVE**: To concentrate upon increasing my knowledge of language and life sciences; to improve my communication and understanding of other people; and, to maintain the good health and capability in sports which I now possess.
- **RATIONALE**: From experience I have gained in working on school publications I would like to become an editor on a professional magazine, preferably in a biological science. This is first of several alternatives in which I am presently very interested. However, I recognize that if I continue to grow in knowledge, mature emotionally, develop my ability to communicate and work with others and become genuinely concerned with the welfare of others, I shall realize my full potantiality in life. Further growth and development of my potential capabilities, which have been indicated as above average, will make it possible for me to make greater contributions to my fellowmen and to advance in a number of career fields for which I feel I am able to enter.

- **CRITIQUE**: Emphasis upon realizing one's potentiality for growth rates high in everyone's key result areas. Performances are related to each person's aptitudes fortified by interests. A statement of a specific objective in this area, however, is endangered by its becoming simply an expression of ongoing, general intent. It becomes a qualitative continuing objective. It may be desirable to break down the parts of the specific objective into a number of specific objectives and assign to each part schedules for accomplishment, standards by which performances are to be measured, priorities for achievement, and costs in time and money. This results in the specific objective becoming concrete, realizable goals to be achieved according to a timetable. Other more advanced goals can later be set for accomplishment in carrying out the life/career planning process.

Example No. 2

- **CONTINUING OBJECTIVE**: To concentrate upon (1) my development through educational courses of greatest interest to me; (2) achieving a maturity of emotional relationships with others; and (3) acquiring skills which will provide me with entry into my chosen occupational field and advancement in it.
- **SPECIFIC OBJECTIVE**:
  - To complete two courses in the psychology of human behavior which will improve my knowledge of people and will be of major benefit to me personally.
  - To stabilize my relationships with the opposite sex so as to acquire a more serious attitude towards a longer-term relationship with a particular boy friend.
- **RATIONALE**: The acquisition of skills for a career represents part of my growth potential. Increasing my understanding of human behavior and relations may well be part of my career goals. My personal development has become recognizable to me in the past year as something that I can measure by the collection of bodies of information and improved understandings which I am acquiring. One of my greatest needs in the future will be control over my emotions, my relationships with others and becoming a fully balanced person in terms of satisfying my physiological as well as psychological needs. My basic life mission is one of fullfilling certain ambitions I have as a person with an aptitude for working with others. I am strongly convinced of the importance of the individual's worth and I'm concerned with finding some particular person with whom I may become permanently attached who shares the same value system as myself.
- **CRITIQUE**: The person preparing the above objectives recognizes the need for the specific objective for growth being reduced to a singleness of purpose. One of the frequent characteristics of all objectives is their inclusion of several goals. These should be broken down into specific objectives; each with its own strategic action plans and projects. The first of the two specific objectives above might include more definite performance requirements as to particular courses of studies to be taken, costs, grades to be achieved and their completion dates. The second specific objective represents qualitative changes in the individual. It may be very difficult for a person to determine the form of

changes desired, set norms for a more serious attitude towards and a long-term relationship with a person of the opposite sex. She also refined her potentiality for growth to one of achieving stable emotional maturity through a better identification of her value system and finding someone who is compatible with these values.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To develop both a creed (value system for my life) by ________________________ and creating a body of policies for self-management of my behavior by ______which will serve as standards for identifying a boy friend who has similar norms of behavior.

D. Objectives for Accomplishment of Specific Social Responsibilities.

Example No. 1

- **CONTINUING OBJECTIVE**: To become active in a political action group to improve our system of government as soon as possible and to work for social and political changes needed for better leadership and honesty in government.

- **SPECIFIC OBJECTIVE**: To apply for membership in several groups working for political reform which are active in seeking changes in government that will strengthen our form of representative government and reduce corruption among our political leaders.

- **RATIONALE**: Improvement in government could represent both my greatest contribution as well as my responsibility as a citizen. I am convinced that all citizens must become involved in upgrading the quality of our leadership in government. Recent events in politics has clarified my belief that too many of our elected officers are solely self-serving individuals and are not dedicated to the service of the public both in our state and federal governments. Too many of our overstaffed civil service as well as elected officials are using their jobs primarily to tap the public till and achieve security for retirement. Many might be appraised as incompetent in the performance of their jobs. It is essential to our country's future that our elected officials and the civil servants be upgraded in their honesty and capabilities. Unless this is accomplished, the United States will deteriorate in its management. Too many major crises now face the nation. Greater threats to its prosperity and the preservation of principles on which the country was founded may be anticipated.

- **CRITIQUE**: The student's rationale for undertaking the specific objective is both well founded and desirable. This goal, however, should be made more concrete in terms of time, costs, due dates for performances and the tangible results to be accomplished from the achievement of his objective. Objectives stating accomplishable results become measurable and represent concrete performances towards which a person may work as measurable targets.

- **SPECIFIC OBJECTIVE (REWRITTEN):** To join the Young Bi-Partison Committee for Reform in Government by ____________________ and contribute ____________ of my time without cost to its programs and $ __________________ per month for political changes needed in our state of ___ and in the Federal Government.

Example No. 2

- **CONTINUING OBJECTIVE:** To meet the needs of social groups in which I am active and the society in general on which I depend required of me as a good citizen and in return for the privileges which the societies give me as a member.
- **SPECIFIC OBJECTIVE:** To select and join social service groups which will not necessarily be related to my career field and to which I can voluntarily contribute a part of my time.
- **RATIONALE:** There are many personal characteristics which I would like to develop in improving myself as a person in my social relationships to others. These are related to my plans for self-improvement. As a social being I have responsibilities to the groups to which I belong and on which I depend for a great many of my rights and privileges. I feel that I should make some sort of contribution to these different groups. I also feel that I should undertake activities unrelated to my career field. I believe that I should become active politically, culturaliy and in areas which will improve the welfare of others. One field in which I can immediately become active is a local group which is concerned with environmental improvement and the conservation of our natural resources.
- **CRITIQUE:** This person is concerned with the development of his capability for sociability or effective relationships with others *vs.* the performance of various degrees of responsibilities he has to society. Like many other people he speaks vaguely of being concerned about the welfare of others. However, he doesn't finally tie down a specific objective for himself socially until he writes a specific objective aimed at ecological improvement through membership in a group active in his area.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To join the ____________________ County Environmental and Conservation League by ____________________ and contribute ______________ of hours of work per week to its projects at a cost not to exceed __________________. Results from this objectiive will be the realization of the purpose of the CECL.

E. Objectives for Acquisition of Abilities That are Marketable or Satisfy Personal needs

Example No. 1

- **CONTINUING OBJECTIVE**: To develop skills and knowledge in those recreational fields which will increase my capabilities for social relationships related to my career objective in physiotherapy.
- **SPECIFIC OBJECTIVE**: To develop an expertise in a large number of recreational activities which will improve my making and improving contacts with patients but which will also prove relaxing and enjoyable to myself.
- **RATIONALE**: This objective is designed either to develop and acquire abilities which are career related or which will satisfy personal needs and not necessarily have an economic return. They can do both. It is not necessary that all abilities be job related. For many people, however, they will have an economic value. It may be desirable as a part of your self-analysis and career objectives to separate the two. Marketable abilities will become part of one's skills which are job related. Abilities or interests which satisfy personal needs are generally leisure time or avocational activities.

- **CRITIQUE**: Various recreational activities will be developed throughout various stages of a person's life. Many of the skills planned for acquisition by the person preparing this specific objective included a number of handicrafts that she would enjoy personally as well as teaching to the handicapped with whom she would be working. It would be advantageous to her to schedule out over a period of a two year planning span two or three recreational skills which she would acquire that would be satisfying to her personally as well as applicable in her work. The specific objective should include a date by which the skills are achieved. They should not be too many nor involve a higher percent of one's time and efforts which might be allocated to other objectives.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To achieve skills in ____________________ *(ability)* and ____________________ *(ability)* by ____________________ *(date)* at a cost not to exceed $ __________ *(amount)*

  My skills in these recreational activities will be measured by the following performances.

Example No. 2

- **CONTINUING OBJECTIVE**: To develop several of my interests which will permit me to broaden my social contacts and provide me with activities which I can enjoy by myself in my leisure time.
- **SPECIFIC OBJECTIVE**: To participate in programs which will develop improved capabilities which will have long-term satisfactions for me in:
  - Playing bridge and permit my joining several bridge clubs in my area
  - Acquiring skills in painting (or crochetting).
- **RATIONALE**: I presently enjoy playing bridge, painting, and crochetting. My efforts, however, are those of an amateur although I enjoy the activities very much. Bridge brings me into contact with a number of people whom I like and provides me with many enjoyable evenings and afternoons. I have some talent for art and would like to take up painting either in water colors or oils. Crochetting and sewing are other activities which I enjoy very much and could take up much of my leisure time. Several ways or strategic means for developing these skills are available to me. Neither of these interests are related to my career objectives and would be undertaken solely for my personal enjoyment.
- **CRITIQUE**: The continuing objective often includes multiple goals for accomplishment. These should be reduced to single purposes in specific objectives. Unless this is done one's use of his time, money and efforts may come into conflict with each other in the strategic means choosen to achieve the objectives within a single key result area. When a continuing objective contains two or many specific objectives, it should be broken down into separate objectives, priority given to each, and separate strategies selected for their individual accomplishment. Frequently many key result areas will have several or more specific objectives. Each should be specifically defined and supported by the appropriate strategies for its particular accomplishment. Unless this breakdown is made for distinguishing every specific objective, it will be difficult to distribute one's personal resources over a

number of strategies to realize concrete results sought as measurable accomplishments.

- **SPECIFIC OBJECTIVES (REWRITTEN)**: To undertake two programs for personal development which will primarily be satisfying to my personal life as follows:
  - To complete by ________________ (*date*) at a cost of $ ________________ bridge lessons at the Highbridge Women's Club which will qualify me to enter their tournament games in 19___.
  - To join the painting classes at Rockford Art Museum on ________________ (*date*) and enroll in their oil painting classes offered from ________________ (*date*) to ________________ (*date*) at a cost of $ ________________ and complete two portraits in oil which will be shown at the exhibition of the Museum on ________________ (*date*).

F. Objective For Obtaining A Demand for Personal Assets on the Job Market

Example No. 1

- **CONTINUING OBJECTIVE**: To create a promotional campaign for my entry into the job market which will interest potential employers in my qualifications for employment and result in my obtaining a job I would like in furniture sales based upon my education in home economics, office and home furnishing.
- **SPECIFIC OBJECTIVE**: To develop a list of employers whom I might contact for employment as a sales trainee beginning with opportunities for advancement and some travel to various parts of the U. S.
- **RATIONALE**: I shall be completing all education which presently I feel will be needed to enter and advance in a sales/marketing job in the furniture industry over the next 7 to 10 years. I would like to begin as a salesman in one of the furniture manufacturing companies. I have worked several summers in the advertising departments of two companies in the industry. I have been asked by one of the companies to come back after graduation and join their sales departments. There are quite a number of manufacturers within a radius of about 100 miles whom I can contact. Although I know I must prove myself with my future employer I want to find a sales job which offers me not only advancement but the possiblity of relocation to another part of the country.
- **CRITIQUE**: Since there are a substantial number of employers in the area, it is probable that a

number of them will have national sales organizations and offer better opportunities for a woman in sales than others. These should be sought out and applications made to these particular companies. The strategies for the specific object should spell our various action plans and projects which, when carried out within time limits and costs allocated by the specific objective, result in the specific type of employment by a company which will offer her the advantages from the job she seeks.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To prepare a list of five potential employers who offer a sales training program by __________________ to whom I will mail a resume on ______________________ . Interviews with these companies should be completed from _____________________ to __________________ with all costs for resumes, mailing and travel not to exceed $ _______________ .

Example No. 2

- **CONTINUING OBJECTIVE**: To develop specialized capabilities and personal qualities which will make me a desirable applicant to a prospective employer and result in his hiring me as of __________________ and advancing me in my particular career field.

- **SPECIFIC OBJECTIVE**: To complete necessary educational courses and acquire specific skills which are above average or the minimal qualifications for entry into the occupation of __________________ which I will be prepared to enter.
- **RATIONALE**: Part of my strategies will require me to obtain information on specific qualifications and requirements employers demand from applicants in my career field. It will also require that I determine a limited number of employers for whom I would like to work. I should then present my application and qualifications to them in such an advantageous manner that I will be selected over other applicants competing for a position with them. It also means that I must acquire certain qualifying assets from education, experience and on-the-job training. An employer should evaluate these skills and personal qualities as making me preferable over other applicants.
- **CRITIQUE**: Determining several years in advance of entry into the job market what particular assets an employer will seek from job applicants in an occupational field is a very desirable strategy to create a demand for your assets in the job market. This requires a person to spend time in researching

out the specific qualifications for his entry into the several career fields in which he is interested. Secondly he should seek to meet these requirements by courses he will take in school, parttime jobs, on-the-job training and applicable experiences he may acquire in career-related fields. Thirdly, he should be able to present these acquired skills, knowledge and experiences in a resume and interviews in such a way that a prospective employer can only appraise his application for a job opening preferentially. Creating this demand for employment may also involve one's making a favorable impression on a prospective employer through an internship served in the company, personal contacts and influential references. This specific objective like all others should be detailed out with scheduled means and costs for their accomplishment. Due dates when the specific objective will be achieved should always be assigned. The strategic means and control over their being carried out are major indicators of good self-management.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To complete by ________________ *(date)* (three months after graduation from college) the following qualifications as unique personal assets which will make me an exceptional applicant for a position as ____________________ *(job title)* with the following five employers:

(list of employers

G. Objectives for Achievement of a Self-Management Capability

Example No. 1

- **CONTINUING OBJECTIVE**: To develop a body personal policies and a system of values which I can practice in the conduct of all my life activities which will improve my behavior and help me distinguish right from wrong.
- **SPECIFIC OBJECTIVE**: To undertake a study and prepare a list of behavioral policies and a philosophy of ethics which I can use as a base in my decision making. Furthermore, these decisions should channel my efforts towards important goals. Too many of my activities are not aimed towards performances critical to the success and happiness expected from my objectives in life. The absence of a rational body of governing policies and an expression of my non-rational values and beliefs is substantially subtracting from my capability for managing my efforts to achieve results from almost all objectives I have created for myself.

- **CRITIQUE**: Policies, behavioral rules and a code of ethics may be used as a basis for decision making. They are the strategic means to govern one's personal activities. They act as controls over action plans, programs or projects to achieve objectives. The development of a personal value system and policies affecting all key performances of an individual are essential parts of an individual's life/career planning and decision-making process. This self-management objective reflects an individual's conscious need for improving his life through planning. This person evidently recognizes from his self-analysis the importance of policies and a value system as a stragegic means to accomplish performances critical to his successes. Both the adoption of policies and application of a value system as a self-management tool will result in the strategic means and controls for the accomplishment of all objectives.

SPECIFIC OBJECTIVE (REWRITTEN):

- To prepare by ____________ *(date)* a list of the most important objectives for my career in ____________ and to create a body of policies by _________ *(date)* which will govern the choice of my decisions over activities necessary for the achievement of my career objectives.
- To review my life plans every six months from ______________________ *(date)* to ____________________ *(date)* and to amend my philosophy of values and beliefs as to their application as a base for relevant decisions which I shall make.

Example No. 2

- **CONTINUING OBJECTIVE**: To improve the management of my resources, including time and money, to achieve their maximum utilization for the accomplishment of my life, career and other plans.
- **SPECIFIC OBJECTIVE**: To undertake a program of controls over the use of my time and money during the next six months which will result in (1) my spending four hours of concentrated and undisturbed study a day, and (2) my developing and following a budget over all my expenditures.
- **RATIONALE**: There are a great many practices which I may adopt to improve my capability of self-management. These include habits of hygiene, an attitude of openmindedness, thinking ahead as to the consequences of my acts and decisions and behaving in a manner which will cause everyone to

accept me. I can't do all these things at once. Each of these strategic means or controls for my personal improvement must be concentrated on one-by-one or only a few at a time. Right now two of the most important means for my self-management consist of a better use of the time which I have quite a bit of money and which it seems I'm always short of. My whole difficulty, it seems, in developing a capability for self-management is my lack of control over how I handle money and the better use of my time. After studying the specific objective for this key result area, which I feel should have top priority for development in my life and career planning, I feel that I should begin with time schedules and budgets as a first step in self-management.

- **CRITIQUE**: Self-management is largely concerned with the carrying out of controls over strategic means selected to achieve one's objectives. Major areas in which controls will need to be exercised are for a person's intellectual, emotional, physical activities and specific life activities. Towards their objectives he must mobilize all his resources. Self-management accordingly becomes a broad, comprehensive coverage of all of a person's development of habits, ways of behavior and the use of his time, money, friends and other assets he may have to improve his life or follow a particular life style. It is desirable, after a person has completed his setting of objectives in all key result areas and determining the strategic means he will use to achieve these objectives, to set controls on the optimal use of his resources as a self-management guide.

- **SPECIFIC OBJECTIVE (REWRITTEN)**: To undertake a program of controls over the use of my time and money by ________________________ *(date)* which will result in (1) spending four (4) hours of concentrated and undisturbed study a day; (2) developing and following a budget over all my expenditures and income; and (3) collecting and systematically organizing in written form controls over the strategies I have selected for achieving objectives in all key result areas of my life and career plans.

Example No. 3

- **CONTINUING OBJECTIVE**: To acquire motivation and skills to manage myself so that I can in turn become capable of managing other people more effectively in jobs which I may hold in my career field of marketing and sales.

- **SPECIFIC OBJECTIVE**: To study the behavioral causes for other people's failure or success on their jobs and apply this understanding to improve my own control over people's actions and reactions in marketing and sales.
- **RATIONALE**: I perceive how the management of other people must begin with a better understanding of the ways and means I can use to cause and control changes in my own behavior. Particularly will this be true in my career field of marketing where I'll be held to meeting sales quotas by people who will be accountable to me. To effect changes in other people must begin with the capability of understanding how I can improve and set standards for purposeful behavior in my own activities. I do not feel that I can acquire much of this learning from books but must seek this knowledge from observing and interpreting people's behavior either at work or socially.
- **CRITIQUE**: A basic knowledge of human relations and behavior can be obtained from books. However, the capability of interpreting this knowledge and consciously applying it for self-management and the management of others is only obtained out of understanding everyday dealings with others and one's specific program of improvement through self-controls. The above specific objective does not program out a schedule for the acquisition of this capability.
- **SPECIFIC OBJECTIVE (REWRITTEN)**: To study the behavior of two individuals over the next two months, ________________ *(date)* to ________________ *(date)* and prepare a written analysis on their behavior which results in their success or failure on the job. Beginning ________________ *(date)* to apply conclusions from this analysis to my own behavior so that my performances by ________________ *(date)* may be gauged according to the following measurements for improvement.

H. Objectives for Acquisition of Positive Attitudes and Motivational forces

Example No. 1

- **CONTINUING OBJECTIVE**: To develop and acquire positive attitudes toward major life activities which will make them important to me and cause me to take strategic actions to accomplish their objectives.

- **SPECIFIC OBJECTIVE**: To take a very positive and aggressive attitude towards realizing my career and self-management plans by determining motivational causes for carrying out the various strategies which I have selected for their achievement.

- **RATIONALE**: In analyzing this specific objective, I discovered that my attitudes towards many important things in life were indifferent or not positive enough for me to do the best work I am capable of doing. This is true of my work in school and several jobs I have held. If I had adopted a more positive attitude towards all forms of my work and been motivated to achieve higher results, I would have had a much better record of performance than I have so far earned. My record of grades in school, sports I've engaged in and suggestions I received from several employers indicate that I could have done much better if I had only adopted a positive attitude of putting forth my very best efforts to do better work which I know I was capable of doing. To motivate myself to higher accomplishments I must determine how I will be benefited from the rewards to doing above average work. Money is important to me as well as advancement in my career plans. So also is being liked by people and recognized for my accomplishments. These can become important factors in acquiring positive attitudes towards important performances in my life.

- **CRITIQUE**: Moving from the inertial, dead center of one's life towards one's objectives in all key result areas is a difficult task for all people in transfering their plans into realities. This ability separates the doers from the dreamers. It represents a person's capability to make things happen as he wants them to occur. A positive attitude represents peoples' beliefs or confidence that they are capable of managing change in themselves or managing their environments as it changes. Motivation is the driving force in one's life. For any one or several of many causes, it provides a continuing and persevering effort and sustaining action to accomplish desired changes. The specific objective should indicate the forms of positive attitude and motivations which are to be developed for particular objectives. They will be closely related to interest fields and as one's interests change or increase, attitudes may be positively oriented towards a great many people, important life activities and career related interests. Attitudes and motivations do not exist in a vacuum. They must be related to a key result area.

- **SPECIFIC OBJECTIVE (REWRITTEN):** To analyze by ________________ the importance of various studies I am taking or shall take in school by determining their benefits to my career or personal plans and to follow a schedule of study hours which assure my earning a ______________ average in these courses

Example No. 2

- **CONTINUING OBJECTIVE:** To reach an understanding of my purposes which will compel me to pursue actions to get things done which are important to me through positive attitudes and motivations essential to success in all key result areas of my life/career plans.
- **SPECIFIC OBJECTIVE:** To select three activities in which it is essential that I achieve desirable performance for success and specify motivations necessary to undertake and carry out the strategic action plans, programs and projects to achieve the objectives I have set for myself in these three fields.
- **RATIONALE:** One of the greatest difficulties I experience in getting things done is putting myself in motion or motivating myself to do the things which are needed to accomplish a desired level of performances which I am capable of achieving. Too often I put off action plans for getting things done. Par of this procrastination has been due to my not clearly defining specific objectives for myself. I feel that if I can set clear goals for myself I might better work out and pursue action plans for their achievement. I am also overwhelmed by the number of objectives which I need to set for myself in what are called the key result areas for life/career success. The best way for me to take a positive attitude towards getting things done and finding motivations for becoming successful is to undertake only a few programs at a time. Having become successful in a fewer number of endeavors I can then proceed to other objectives and their strategic action plans.

- **CRITIQUE**: Adopting a positive, confident attitude towards being able to achieve realistic objectives represents a most desirable mental set for their accomplishment. Confidences are generated from successes. This is the first step towards purposeful accomplishments. The second important internal cause within a person for taking action is motivation. This stems from many rational or non-rational forces. It may be fear, need for recognition or security, ambition, interest linked with aptitudes, love, dislikes, ambition or many, many other factors making up a person's total personality. They will be hard to distinguish and define. They should be sought out in an individual's process of self-analysis and, when applicable, made forces to drive himself towards the realization of his life/career goals. The best start, as recommended by the writer of this specific objective will be the creation of positive attitudes and motivations for only a few objectives. Actually, the development of positive attitudes and motivations will become controls and strategic means for achieving all objectives.
- **SPECIFIC OBJECTIVE (REWRITTEN)**

I. Objective For Development Of An Innovative Capability

Example No. 1

- **CONTINUING OBJECTIVES**: To seek out opportunities in the development of my abilities or changes occurring in my environment which will be ways to improve myself or do things better or differently than other people which are related to my various purposes in life.
- **SPECIFIC OBJECTIVE**: To find new and better ways of handing my studies to earn higher grades and to improve skills required on my part-time job at Casual Mix Department Store which will result in reducing the time to do my work while simultaneously having higher outputs from my work.
- **RATIONALE**: I tend to do my work much the same as everyone else. On several occasions I have done things differently and in a way better than others. This was rewarded by my boss giving me a bonus. Efforts to do things differently and better than others is easier in my parttime job than in school. In school my teachers expect me to do my work in a certain way and like everyone else. This may be because they only consider me an average student. However, I feel there are certain subjects in which I'm better than others and would like to work on some projects in journalism where I might have an opportunity to prove my capability for expressing myself better than others on our school

publications. Writing and journalism are two of the career fields I'm considering. It would seem to me that an innovative capability is critical to success in these fields. It also seems to me that the quality of innovation is important to achieving success in anyone's occupation if he wants to advance himself and make more money.

- **CRITIQUE**: The above continuing and specific objectives represent expressions of ongoing personal intent. The specific objectives requires further definition of particular areas of effort (journalism and writing) in which the capability for innovation could very well be expressed. Further analysis should be made of the part-time job and particular areas for innovative improvement be spelled out. Changes in all aspects of life are gradual; they affect all aspects of one's life. Since the job market is very competitive, it is essential to promotion and career progress, that one becomes capable of doing things better in improved and different ways than others if he is to realize success. This attitude and capability begins with school performances and should be encouraged by teachers.
- **SPECIFIC OBJECTIVE (REWRITTEN)**:
    - To discuss with my teachers two articles to be written for ____________ *(school publication)* by ____________ *(date)* which will demonstrate my capability for innovative writing if published.
    - To work out with the sales manager in my parttime job at ____________ *(store)* two new and different ways for merchandizing clothing which will increase sales by ____________ *(%)* by ____________ *(date)*.

Example No. 2

- **CONTINUING OBJECTIVE**: To determine how certain of my strengths and aptitudes required for my career in teaching may be developed in ways that are beneficially different or better than those of other people in the educational field.
- **SPECIFIC OBJECTIVE**: To develop a program of personal and career objectives which will enable me to do things better and more benefically in my career field than others.
- **RATIONALE**: The job market in education has become increasingly competitive for entry into teaching and slow in advancements. I like working with young people but feel that I also need some

sort of specialization in educational techniques such as working with the handicapped. During two summers in high school I have worked as a counselor in campus for handicapped children. Even though I specialized in educational courses, I should be able to work with particular groups of the handicapped in some ways that are exceptional, better or more effective than other teachers in the same field. I like music and have developed some skills in playing the piano and guitar which have proved enjoyable to the youngsters I have worked with. Music also is an enjoyable recreational activity when I am alone or with others for a social evening. I do some simple composing of both songs and melodies. Many of the little compositions I have composed for the mentally handicapped have been enjoyed by them. They have learned the words and melodies and have a wonderful time singing them.

- **CRITIQUE**: To develop a list of an individual's strengths and interests and relate these to ways which will be beneficial to his career field is a great breakthrough to effective planning advancement in one's career. With a person's being able to capitalize on his strengths combined with a career field of genuine interest to a person, he or she should be able to find means to do certain things in a better or different way than others. This will distinguish the person from others in the same occupational field. If it is a skill with ongoing outputs, it will assure him of special consideration and preference in promotions. Employers seek people with this innovative capacity.

- **SPECIFIC OBJECTIVE REWRITTEN)**: Following a discussion with my counselor by

__________________ I will develop the following special skills:
(date)

LIFE/CAREER STRATEGY AND ACTION PLAN

OBJECTIVE STRATEGIZED	
BROAD STATEMENT OF STRATEGY	
ACTION PLAN TO ACHIEVE SPECIFIC OBJECTIVE	

Describe Action Plan in detail; Estimate costs and time required for its completion; Prepare Gantt or other schedule chart showing due dates for fininshing various phases of Action Plan; Set check points for reviewing progress on Action Plan with yourself or counsellor; Review Action Plan as really accomplishing its strategic means for meeting the intentions of the Life/career Objective; Amend work program of Action Plan as may be required; Amend or add additional controls for maintaining progress on Action Plan for completion on due date. Use additional sheets as may be required for other action plans to achieve objective.

1

What Life/Career Planning is All About

Successful planning involves a wide exposure to many forms of information which are required for an effective decision-making process. The world is rapidly changing politically, economically, and technologically. Values themselves have changed radically and worldwide because of facilities in communications. Educational systems have come under attack for not orienting students to the world of work which is found disappointing to a majority of graduates. For most young adults, life and career planning have been made separate fields for goal setting. Almost universally no intensive effort is made to clarify and assist students during their years of post-secondary education in setting specific objectives for themselves. Leaving college, unless they have concentrated in limited vocational areas of study, few students know where or how to seek work either in a particular occupational field or with specific employers. Few recognize moreover that their life planning is closely tied in with career planning. Only a few graduates are able to choose their employers. Others "wing it" and find suitable positions only by chance. Increasingly industry and business are assuming responsibilities for career development and planning which should have been initiated during the college years.

1. American Friends Service Committee. Working Loose. San Francisco, California: Random House, 1971. 145 pp.

   A paperback with considerable appeal for most young adults identifying both life and career aspects of personal living. It represents many of the aspirations, life styles, and the search for self-awareness experienced by many young adults. Underlying theme of the book is vocational orientation of young adults faced with the complexities of modern living.

2. Anderson, Stephen D. "Planning for career growth," Personnel Journal, 52:357-362, May, 1973.

   Questions the relevance of career planning with the conclusion that the responsibility must be assumed by the individual. Five points for career planning are presented. Recommended reading.

3. Buhler, Charlotte. "Human life goals in the humanistic perspective," Journal of Humanistic Psychology, 7:36-52, Spring, 1967.

   Discusses twelve developmental points affecting one's goal setting process which are related to one's life fulfillment or self-actualization. Outlines analytical base needed for career as well as life planning.

4. Churchman, C. West. "Management Education: Preparation for uncertainty," Organizational Dynamics, 1:12-20, Summer, 1972.

   The inescapable aspects of life, career, and business planning -- uncertainly, ambiguity and morality -- are discussed in a positive manner if the knowledge base for self-management is increased. Recommended.

5. Crystal, John C., and Richard N. Bolles. Where do I go from here with my life? New York: Seabury Press, 1974. 253 pp.
   A comprehensive manual designed to improve one's self-awareness and lead to skills identifications for various life and career goals. Educators and industry counselors are divided as to its merits. Some of this difficulty may be attributed to its design for including mid-career change and planning.

6. Eisneberg, Leon. "The human nature of human nature," Science, 176: 123-128, April 14, 1972.
   An essay of analysis on human behavior as being something more than "ape-like" or solely instinctual. Idealistic philosophy of human nature. Author professes that many behavioristic theories violate the findings of biopsychology.

7. Epstein, Jack H. "Career management programs," Personnel Journal, 53:191-195, March, 1974.
   Suggests that many career programs in education and industry need reevaluation to determine the validity of current concepts for self-development. Eight techniques are included to maximize use of human resources.

8. "Guides to career planning," Nation's Business, 47:72-75, August, 1959.
   Four factors -- interests, abilities, personal traits and everyday practicalities -- plus balancing between idealistic and realistic courses of action are the secrets of mapping a rewarding career path for one's self.

9. Harding, H.F. "What are your ultimate objectives," Vital Speeches of the Day, 29:757-760, October 1, 1963.
   Recommends setting long-range objectives for attaining achievable excellence and becoming or realizing one's best in life. Old speech but easily read and applicable to one's life goals today and tomorrow.

10. Herrick, Robert F. "Career guidance," College Management, 9:4-5, February, 1974.
    Charges that colleges know more about sports activities than employability of their graduating students. Examples from nine campuses demonstrate that a long-needed career counseling and placement function is finally being recognized as a shortcoming in higher education.

11. Johnson, Michael L. "Plan your career--or wing it?" Industry Week, 182:32-37, September 30, 1974.
    "Successful managers are very much divided on the merits of career planning." There are middlegrounders, but most characteristics themselves as either planners or 'wingers'. Case examples of successful business leaders describe the two viewpoints.

12. Kaufman, Walter. "Do you brave life without choice?" Psychology Today, 6:79-83, April, 1973.
    A philosophical and sometimes nonsensical essay on the nature

of life without freedom of choice. Author recommends avoiding decisions in religion, questions the nature of truth and raises issue of autonomy in morality — whatever that is?

13. Kilpatrick, James J. "The age of 'no'," Nation's Business, 60:38-42, September, 1972.
The negativisms (war on..., anti-..., and No!) evident in current American life leads the author to inquire about the vanishing attitudes and strengths on which the nation was built. Article deplores the absence of the "can do" spirit.

14. Lewis, William C. Why people change: the psychology of influence. New York: Holt, Rinehart and Winston, Inc., 1972. 240 pp.
A challenging book on the nature of change and its processes which can be accomplished in human beings. The techniques and methods of psychotherapeutic practices are presented in a manner understandable by mature young adults and of practical use to counselors.

15. McClearn, Gerald E. "Behavioral genetics: an overview," Merrill Palmer Quarterly, 14:9-24, January, 1968.
A summary of evidence on the extent to which heredity may determine behavior and how acquired characteristics may affect genetic changes. Although historical in its treatment, it brings the reader up-to-date on developments in genetic science.

16. May, Rolo. Man's search for himself. New York: Dell Publishing Company, 1973. 281 pp.
An enduring book, available as paperback, which focuses on developing one's self-concept or self-awareness in an age of anxieties and upheavals in standards and values. Emphasis is directed toward the importance of values as a means of achieving a meaning to life.

17. Medlin, John. "Individual responsibility vs. group decision: an analysis," Administrative Management, 28:24-30, January, 1967.
Reports opinions on the decision-making responsibilities of groups and individuals. Group thinking is increasing, although it will not and can not replace the individual responsibility for decision-making. Recommended reading.

18. Miller, Herman P. "Profiles of the future: population, pollution and affluence," Business Horizons, 14:5-16, April, 1971.
Impacts of technology on values and their formation and conversely the significance of values on making technological decisions for improving environmental factors representing the qualities of life.

19. Parsegian, V.L. This cybernetic world: of men, machines, and earth systems. Garden City, New York: Doubleday and Company, 1972. 254 pp.
Recommended. It is comprehensive in its coverage of controls, systems and communications by machines and animals. Concrete

examples of how cybernetics works in living and inanimate systems are provided throughout the book. Book provides understanding of change occurring in the environment and its effects upon the individual and the world of work.

20. Ryan, T. Antoinette. "A conceptual model of career development," Educational Technology, 13:28-38, June, 1973.
An elaborate model developed to analyze existing systems, simulation to solve the problems inherent in these systems and innovation or creation of new systems of career development. Will be of interest to counselors planning career development programs.

21. Silverstein, Harry. The sociology of youth: evolution and revolution. New York: Macmillan Company, 1973. 472 pp.
An anthology of essays on problems with which youth must ultimately cope in six major cultural areas. Well indexed for access to a wide range of subjects of interest to young adults.

22. Skinner, B.F. "All the world's a box," Psychology Today, 5:33-80, August, 1971.
Skinner's lengthy presentation of his psychological theories treats man as "a unique bundle of behaviors determined by environment." Forms of behavior are acquired and transmitted through behavior and survive in man's genes. Introduction to comprehensive behavioristic eight-part article on man by T. George Harris.

23. Smith, Leonard J. Career planning. New York: Harper & Brothers, 1959. 263 pp.
Designed for use as both a text and reference, the author effectively covers the many areas of self-analysis which lead to a capability for selecting and setting work objectives of one's self.

24. Splaver, Sarah. You and today's troubled world. New York: Julian Messner, 1970. 191 pp.
A serious attempt to communicate with modern urban youth by a psychologist familiar with problems of adjustment in metropolitan areas. Narrative style makes for easy reading for younger adults.

25. Walker, James W. "Individual career planning: managerial help for subordinates," Business Horizons, 16:65-72, February, 1973.
Numerous guidelines are suggested for career development from point of recruitment to retirement. Management is increasingly expected to assist employees in planning their career development. Five recommended management practices outline what an organization can do for its people for their career planning and development. Recommended for the college graduate.

2

Self-Knowledge As Planning Base For Objectives

Decisions are arrived at either rationally or non-rationally. The collection of evaluative data on one's self is essential for choosing appropriate directions which you elect to pursue. This information, when properly put together, represents awareness or concept of yourself. This realistic image of one's potentials is most difficult to achieve. It includes interests, innate or developed abilities, attitudes and values which may take the form of aspirations or ambitions. With the totality or sum of all these characteristics as well as any mental, emotional, or spiritual qualities, one arrives at a descriptive concept of one's total self to establish a planning base for optimally fitting into your future work and life environments. The study on one's self stems from the study of man as a unique individual together with the deviations from what may be described as normal behavior. Familiarity with writings, particularly in the field of psychology and sociology, will be of major assistance in self-analysis or the study of one's self. This self-understanding leads to becoming aware of one's strengths and weaknesses in terms of aptitudes, interests and very importantly the values which you will put on the way you live and what you want to become.

26. Anderson, Camilla M. "The self-image: a theory of the dynamics of behavior, updated," Mental Hygiene, 55:365-368, July, 1971.
    Article lists 41 psychodynamic factors which are considered significant in self-analysis and human development with emphasis upon their identification in religious literature. Behavior is examined in stress situations which may distort one's concept of self.

27. Aronson, Elliot. "The rationalizing animal," Psychology Today, 6:46-52, May, 1973.
    An indepth review of the theory of cognitive dissonance (what occurs when a person holds two or more inconsistent ideas or values simultaneously) and how it effects the decision-making or choice process.

28. Baruch, Grace K. "Feminine self-esteem, self-ratings of competence, and maternal career commitment," Journal of Counseling Psychology, 20:487-488, September, 1973.
    A short study on the relationship between self-esteem and the self-ratings on competence and attitudes of college women towards careers.

29. Berdie, Ralph F. "Interest, occupations and personality," Intellect, 103:300-302, February, 1975.
    Personal preferences suggests not only what a person will do but also the kind of person he is. Article surveys observations on various interest inventories and their significance in making occupational choices.

30. Brown, Bert R. "Saving face," Psychology Today, 4:55-60, May, 1971.
A description of the ways, based on experiments, which people will adopt to avoid embarassments or save face. Sex differences may affect responses in particular situations but indicate no substantive differences between sexes as to the need to avoid embarrassment and protect self-esteem.

31. Colligan, Douglas. "The biology of loneliness: isolation vs. our brains," Science Digest, 74:37-41, December, 1973.
Biological and psychological probes into loneliness indicate that isolation can produce drastic personality changes, decrease in hormone secretion and changes in one's nervous system.

32. Enker, Myrna S. "The process of identity-two views," Mental Hygiene, 55:369-374, July, 1971.
Article analyzes differing theories of identity as proposed by Erik H. Erikson and Carl Frankenstein in an attempt to clarify the identity concept and its impacts during young adulthood.

33. Glassberg, B.Y. "Sexual behavior patterns in contemporary youth culture implications for later marriage," Journal of Marriage and the Family, 27:190-192, May, 1965.
A study of values in process of transformation and emergence in terms of sexual problems among adults. Five results of premarital relations are offered as conclusions to study.

34. Harris, Elizabeth and Dale. "Roots of alienation," PTA Magazine, 62:22-24, May, 1968.
Provides a brief insight into alienation, its causes, consequences and preventive measures. Recommended reading.

35. Houston, B. Kent. "Anxiety, defensiveness and differential predictions of performance in stress and nonstress conditions," Journal of Personality and Social Psychology, 17:66-68, January, 1971.
Defensiveness is discussed as either verbal denial of anxiety or as anxiety-reducing behavior. Article also describes the impact of anxiety on one's total behavior.

36. Isaacs, Ann F. "Giftedness and careers," Gifted Child, 17:57-59. Spring, 1973.
Author calls for recognition of gifted individuals and their potential contributions to society. Emphasizes career opportunities for gifted individuals.

37. McKinney, William T., Jr., Stephen J. Suomi, and Harry F. Harlow. "The sad ones: studies in depression," Psychology Today, 4:60-63, May, 1971.
Studies on depression based on the social isolation of rhesus monkeys. Mother-infant bonds broken by separation parallelled the effects of separation of peers from one another. Experimental background provided background for understanding of depression found in humans.

38. Mansfield, Roger. "Self-esteem, self-perceived abilities, and vocational choice," Journal of Vocational Behavior, 3:433-441, October, 1973.
Study showing the role of high/low self esteem in relation to perceived capabilities and vocational choice. Research conducted with students at Oxford University.

39. O'Reilly, A.P. "Perception of abilities as a determinant of performance," Journal of Applied Psychology, 58:281-282, October, 1973.
Among the findings from the study was the conclusion that high performers possess a higher self-concept in terms of their capabilities than do low performers.

40. Reese, Sam. "Discovering the nonintellectual self," Music Educators Journal, 60:46-47, May, 1974.
A humanistic psychology of personal being is presented as an alternative to behaviorism and Freudian philosophy. Humanism is furthermore regarded as more appropriate for understanding and appreciating the individual in current times.

41. Rosenthal, Robert, et.al. "Body talk and tone of voice: the language without words," Psychology Today, 8:64-68, September, 1974.
Tests for measuring sensitivity to nonverbal messages or communication is presented. People who score both well and poorly on tests are compared and contrasted. Recommended reading.

42. Rubin, Theodore I. Compassion and self-hate: an alternative to despair. New York: David McKay Company, Inc., 1975. 306 pp.
Written in simple language, the book is aimed at those who have problems in accepting themselves. An extensive range of problem situations are described, together with recommended solutions, for those who suffer from inferiorities and take wrong routes for their correction. Self-hate and compassion are considered as two opposing forces of enormous power which affect all human behavior.

43. Seligman, Martin E.P. "Fall into helplessness," Psychology Today, 7:43-48, June, 1973.
The theory that depression is caused by feeling of helplessness is reviewed. Ways to avoid or minimize the effects of depression are suggested.

44. Shostrom, Everett L. Man, the manipulator. New York: Bantam Books, 1972. 189 pp.
A primer in the psychology of human behavior which has gone through twelve printings. Self-actualization, stemming from understanding of one's self, is well described in the text and supported by bibliography. Text is illustrated with numerous case studies and examples of adjusted and maladjusted personalities.

45. Smith, Garry. "The sport hero: an endangered species," Quest, 19:59-70, January, 1973.
A history of and current status of the "hero" as a carrier

of society's values. The role of the hero in a technological age is studied with an emphasis on the demise of the sports hero.

46. Warner, Richard W, Jr., and John D. Swisher. "Alienation and drug abuse: synonymous," National Association of Secondary School Principals, 55:55-62, October, 1971.
Youthful alienation from social groups is presented as a major cause for drug abuse, together with strong peer influences as leading to the use of drugs.

47. Waterbor, Robert. "Experiential bases of the sense of self," Journal of Personality, 40:162-179, June, 1972.
Body awareness, mental image of body, social roles, and values establishes continuities in one's self-awareness. Ambiguities to question of "who are you?" silll remain after author discusses frequently raised problem facing individuals of all ages.

48. Wilkins, Paul L. and Joel B. Haynes. "Understanding frustration-instigated behavior," Personal Journal, 53:770-774, October, 1974.
Contrasts goal-directed behavior and frustration instigated behavior in which sex types are described. Proposes means to overcome psychological barriers to self-understanding and improvements in behavior.

49. Ziller, Robert C. The social self. New York: Pergamon Press, Inc., 1973. 205 pp.
Self-concept as made within the social structure focuses on the old question of "Who am I?" Reviews various analyses aimed from arriving at answer to means used for self-identification. Its theoretical and abstract treatment of the nature of man may be of interest to counselors.

3

Interests, Values and Beliefs as Guidelines for Decision Making

A great many if not a majority of our decisions are made from the non-rational basis of our interests, attitudes, values or beliefs. These are acquired or learned as positive or negative responses to things, people and situations. Their origin frequently goes back to our early childhood. They represent a continuum of intensity in responses to what we simply like or dislike to what we cherish or esteem as critically important to us in life. Until we become aware of the influence which these factors play in our decision-making process, they may be thought of as non-rational bases for the decisions we make. After self-analysis and becoming aware of how various interests, attitudes, values and beliefs influence our lives, we can then utilize this insight rationally as motivational drives. As individual forces in determining our behavior, they are difficult to distinguish and classify. A major step in understanding our behavior is to discover how these forces drive us towards our needs or level of aspirations. These non-rational factors will change with maturations of our life cycle. Their analysis represents a life-long study of one's self. We will not be tomorrow what we are today. The take-off point in the life-long discovery of our non-rational selves should be the study of the nature of our attitudes, interests, values and beliefs which we have already knowingly or unknowingly acquired.

50. Anderson, Charles W. "Developing values in a value-less society," Vital Speeches, 38:600-602, July 1, 1972.
    Commencement speech urging the development of values through three steps -- self knowledge, expression of emotions, and knowledge of society.

51. Baier, Kurt, and Nicholas Rescher. Values and the future. New York: Free Press, 1969. 527 pp.
    A penetrating analysis of values by seventeen contributors, largely economists and philosophers, who present their interpretations of the impacts which modern technology has had on society currently and will have to the year 2000.

52. Bengtson, Vern L., and Mary C. Lovejoy. "Values, personality, and social structure," American Behavioral Scientist, 16:880-912, July-August, 1973.
    Paper explores relationships between value orientation and socio-economic factors, age, sex, and personality; and to what extent values can be predicted from these relationships.

53. Betof, Edward H., and Howard Kirchenbaum. "A valuing approach," School Health Review, 5:13-14, January-February, 1974.
    Emphasis is not on teaching values but a process of value clarification centered around learning life skills (feeling, thinking, communicating, choosing, and acting). The three level approach of values is presented as facts, concepts, and value levels.

54. DeSalvia, Donald N., and Gary R. Gemmill. "An exploratory study of the personal value systems of college students and managers," *Academy of Management Journal*, 14:227-238, June, 1971.
Study reveals students values to be oriented toward personal goals with a misconception of managerial values. Values of managers are usually oriented to organizational goals. Implications are discusses.

55. Friesen, David. "Value orientation of modern youth: a comparative study," *Adolescence*, 7:265-275, Summer, 1972.
A study on the values of three diverse groups of high school students. Theories are advanced on source of values.

56. Getzels, J.W. "On the transformation of values: a decade after Port Huron," *School Review*, 80:505-519, August, 1972.
Living happily and working successfully involves selecting and acquiring a set of values. The article is recommended for its definitions and classification of values as traditional, in process of transition and emergence.

57. Inlow, Gail M. *Values in transition: a handbook*. New York: John Wiley and Sons, 1972. 205 pp.
Thesis of book is that values are determiners of life's choices and man's behavior. "Today's format in the society constitutes a mandate for intensive value assessment and resulting social change." Recommended for all young adults.

58. Karvel, Judy McClenaghan, and Richard D. Grosy. "Counterculture businessmen: a study of values," *Journal of Counseling Psychology*, 21:81-83, January, 1974.
"Counterculture" businessmen are contrasted to traditional business "types." Interesting conclusions on aesthetic and economic values are deduced from the personalities of the blue-jeans vs. traditional business types.

59. Konopka, Gisela. "Formation of values in the developing person," *American Journal of Orthopsychiatry*, 43:86-96, January, 1973.
A conference paper describing values as developmental and being shaped by one's culture and society; a process of doubting, searching, and rethinking. Reviews values of American youth.

60. Larson, Richard C. "Behavior and values: creating a synthesis," *Music Educator's Journal*, 60:40-44, October, 1973.
Reviews theories of teaching values and educational methods based on desired forms of behavior. Points out the need for a synthesis of theories to arrive at a practical basis for teaching.

61. Lepley, Ray. *The language of value*. New York: Columbia University Press, 1957. 428 pp.
Author attacks the problem of semantics to arrive at a better understanding of the functions and use of value terms. He feels that "Of issues basic for human survival and cooperation, perhaps none are more important today than those concerning the nature of value in a world of scientific fact and force."

62. McClellan, Grant S., ed. American youth in a changing culture. New York: H.W. Wilson Company, 1972. 266 pp.
A collection of articles concerning the cultural, educational, political and economic aspects of youth in our changing society. Emphasis is directed towards new emerging values which are expressive of a revolution in the new generation.

63. McSweeney, R.V. "Occupational choice and student values," Educational Research, 15:106-108, February, 1973.
Article contrasts traditional values with individual's emerging value system. Occupational aspirations implies acceptance of work-success ethic and indicates higher academic and subsequent occupational performances.

64. Mankoff, Albert W. "Values--not attitudes--are the real key to motivation," Management Review, 63:23-29, December, 1974.
Defines values and attitudes discussing how management may use information from a knowledge of personal values to bring about change in individuals.

65. Matson, Hollis N. "Values: how and from where," School Health Review, 5:36-38, January-February, 1974.
Article reviews traditional survival system, Greek Rationalism, Hedonism, and Judo-Christian sources of values systems. The decision-making process drawn from each system to form self identity is emphasized.

66. Maze, Clarence, Jr. "A definition of ethics," Business Education Forum, 25:30-31, May, 1971.
Defined as, the study of standards for judging what is right or good in human conduct. Elementary analysis of some of the standards used to determine what is right or wrong.

67. Nettler, Gwynn. "Wanting and knowing," American Behavioral Scientist, 17:5-25, September-October, 1973.
Study on relationship of realities and values based on distinctions between wants or preferences and values derived from subsequent knowledge of facts. Emphasis placed on social sciences for causal connections. Good bibliography.

68. Perry, Ralph Barton. Realms of value: a critique of human civilization. Cambridge, Mass.: Harvard University Press, 1954. 497 pp.
Still the classic in its field. A comprehensive approach to the nature of values in terms of interests and related to issues in morality, social organizations, economics, science, art, education, history and philosophy. Approach is strictly philosophical and might be updated by data from behavioral sciences of recent years.

69. Rockeach, Milton. The nature of human values. New York: Macmillan, 1973. 438 pp.
Designed both as a textbook and reference, the author stresses the concept of data from the behavioral sciences in a scholarly but readable treatise on values and value system.

70. Schlaadt, Richard G. "Implementing the values clarification process," School Health Review, 5:10-12, January-February, 1974.
Steps in the process of valuing through choosing, prizing and acting upon answers to satisfy student needs. Four exercises are used to demonstrate the value clarification process.

71. Sikula, Andrew F. "Value and value systems: relationship to personal goals," Personnel Journal, 50:310-312, April, 1971.
Studies the relationship of values to goals to behavior which may be helpful in analyzing group and individual behavior.

72. Simon, Sidney B. "Values clarification--a tool for counselors," Personnel and Guidance Journal, 51:614-618, May, 1973.
Six strategies for counselors and students to be used in self-analysis for value clarification and definition.

73. Vickers, Sir Geoffrey. Value systems and social process. New York: Basic Books, Inc., 1968. 217 pp.
A highly personalized interpretation of the philosophy of values which will have limited appeal to the majority of readers. Book's theme professes that values change with developments of man and society. Academic in quality and meaningful applications for life.

74. Winthrop, Henry. "Can we educate for a sense of value?" Journal of Humanistic Psychology, 1:35-47, 1961.
An essay on ways to develop a personal sense of conceived and operative values. Inconsistencies between one's asserted values and behavior as judged by others are discussed.

4

Your Environment: Present and Future

Few analysts or writers will commit themselves to forecasting or predicting the future. Efforts to project trends into an unknown future is difficult and hazardous. Making assumptions or working hypotheses on the probable occurrence of future events or situations became necessary as a basis for setting objectives to be achieved some years in the future. Life and career goals must be set within a framework of probabilities as to what may be expected to happen.

Literature on the environment and its anticipated changes is generally limited to descriptions of present situations. Examination of the causes and probable directions of changes is limited as to the magnitude and schedule of their occurrence. In some instances we are able to establish trend lines with their causes leading to present conditions back some ten to twenty years if adequate records are available. This is the case with demographic studies on population, water pollution, and shifts in occupational employment. In other instances, however, the emergence of values and their impacts on cultural and social changes are not only difficult to define much less measure.

75. Bahr, Fred R. "The man-machine confrontation," Business Horizons, 15:81-86, October, 1972.
    To cancel the long standing and persistent fear of automation, article pleas for recognition of technological advancements as simply products of human creativity to extend man's capabilities. Computers as thinking machines are contrasted with man.

76. Bell, Oliver. America's changing population. New York: H.W. Wilson Company, 1974. 186 pp.
    The 46th volume in a series of readings focusing on current interpretations of the processes of social change. Text and other books in this series provide excellent background information for self-improvement.

77. Bronowski, Jacob. "Technology and culture in evolution," American Scholar, 41:197-211, Spring, 1972.
    Thesis of article is that humanistic technology is equivalent to "a new protestant Reformation." Provides scholarly perspectives on the nature of man's evolution and his current evaluation of himself. Although we have no blueprint for the future, science represents the only means "for turning human knowledge into rational action."

78. Callahan, Daniel. "Ethics and population limitations," Science, 175: 487-494, February 4, 1972.
    Ethical questions involved in the threatening population explosion are examined. Freedom of choice in curbing growth is

examined in its relationship to human dignity and personal values.

79. Commoner, Barry. "The dual crisis in science and society," Today's Education, 57:10-13, October, 1968.
Presents the need for a technology serving both the life of man and society. The importance of ethical ecological judgements is stressed "for our students represent the first generation of human beings who have grown to adulthood under the constant threat of instant annihilation."

80. Deevey, Edward S., Jr. "The human population," Scientific American, 203:195-204, September, 1960.
Man has now reached a point where he consumes more food than all other land animals put together. The question raised as to how many men the earth's agricultural resources can support. Illustrated with impressive graphics. Recommended reading.

81. Epstein, William. "The proliferation of nuclear weapons," Scientific American, 232:18-33, April, 1975.
Article stresses that the major nuclear powers must live up to their obligations. Consequences of a large number of near-nuclear countries emulating India and joining the "nuclear club" may have disastrous consequences for the human race.

82. Florman, Samuel. "In praise of technology," Harper's, 251:53-72, November, 1975.
Hostility to the advances of technology, which society cannot cope with, has led to many criticisms of scientific progress. Simple solutions no longer suffice. Author attempts to answer six major criticisms of antitechnologists who are frightened by the complexities of our technological age.

83. Ginzberg, Eli, ed. The future of the metropolis: people, jobs, income. Salt Lake City, Utah: Olympus Publishing Company, 1974. 168 pp.
Recommendations by a group of academic writers on how cities can control their futures. Of particular interest to those entering public service or confronted with problems facing large urban concentrations.

84. Hardin, Garrett. "Biologist," Congressional Digest, 54:205-211, August, 1975.
A very worthwhile article on problems of the future with very limited expectations from efforts of the United Nations. Author believes that man's future is dim in view of his selfishness and improvidence. (Reprinted from Psychology Today, September, 1974).

85. Lawrence, Paul R. "How to deal with resistance to change," Harvard Business Review, 47:4-11, January-February, 1969.
This classic article on resistance to change proposes several recommendations for social and individual adaptations to cope with future changes which will affect everyone's life style.

86. Johnson, Stanley. The population problem. New York: John Wiley & Sons, 1973. 231 pp.
A compilation of facts and figures on population explosion and the problems of rural to urban migration. Author foresees positive controls emerging for coping with the high fertility problem. Optimistic outlook on future.

87. McClellan, Grant S., ed. Protecting our environment. New York: H.W. Wilson Company, 1970. 218 pp.
Issues of our environment are treated as planetary responsibilities. Collection of essays from credible and recognized authors point out the problems faced by a new generation for its survival if not for maintaining the quality of life.

88. McHale, John. "Global ecology: toward the planetary society," American Behavioral Scientist, 11:29-33, July-August, 1968.
Article defines the present as a most critical period in human history as there are no guidelines for moving into the future. Author hopes for scientific breakthroughs on a world-wide scale to solve problems caused by population growth. Article regards world as an integrated ecosystem.

89. Marquis, Stewart. "Ecosystems, societies, and cities," American Behavioral Scientist, 11:11-15, July-August, 1968.
Essay looks at ecological systems which are fast altering land and water forms. Approach is philosophical but descriptive of serious world problems. Author reviews critical world situations abstractly as if they have no direct relationship to realities of the near future.

90. Peccei, Aurelio. "World problems in the coming decade," American Behavioral Scientist, 11:20-23, July-August, 1968.
Focuses on the need for an innovative approach to solving world disorders by those in the responsible positions. Condenses key ideas for integrating man with his environment according to four basic principles.

91. Perry, Harry. "Developing alternative energy sources," Current History, 69:32-53, June-August, 1975.
Article reviews means for substituting the nonrenewable and limited resources that may be brought into commercial use. Provides background reading on assumptions which may affect future jobs and quality of life.

92. Pfaltzgraff, Robert L., Jr. "Ecology and the political system," American Behavioral Scientist, 11:3-6, July-August, 1968.
Relationships between technology and international political institutions are reviewed emphasizing the need for developing more advanced systems to cope with technological advancement. Political responsibilities must be assumed.

93. Possony, Stefan T. "Technology and the human condition," American Behavioral Scientist, 11:43-48, Julv-August, 1968.
Essay contends the world crisis is a result of bad government

which controls and weakens technology and social forces for self-improvement. Calls for the rediscovery of human excellence and hence long-range planning of both individuals and society.

94. Potter, Frank M. "Everyone wants to save the environment but no one knows quite what to do," The Center Magazine, 3:35-40, March-April, 1970.
Problems of effectively coping with environmental improvements lie in bureaucracy. It lacks policies, competence, and suffers from bias and legislative indecision. Author's conclusion that problems should be placed in public's hands is questionable.

95. Quinn, James Brian. "Next big industry; environmental improvement," Harvard Business Review, 2:120-131, September-October, 1971.
Public demand for environmental improvement is seen as representing a potential and unexploited new market for business and partnerships of government and business. Thesis of article is that the ecology movement should not be a drain on the economy.

96. Rienow, Robert. "Manifesto for the sea," American Behavioral Scientist, 11:34-37, July-August, 1968.
An urgent plea is made for international stewardship of the ocean and adoption of controls to curb pollutants flowing into it from every country's rivers and estuaries. Points out damages being done to water resources by countries worldwide. Well documented. Recommended reading.

97. Roelofs, Robert T., Joseph N. Crowley, and Donald L. Hardesty. Environment and society. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974. 374 pp.
A general book of readings on environmental change, public attitudes and values. Emphasis on social sciences and humanities with only minor treatment on technology. Articles from various authors represent a broad spectrum of interdisciplinary perspectives and philosophies.

98. Rowan, Carl T., and David M. Mazie. "To grow or not: the new urban dilemma," Reader's Digest, 107:31-36, August, 1975.
The "growth" vs. "no-growth" urban controversy has far-reaching social, economic, and environmental consequences which require careful planning to resolve. Condensed from Nation's Cities.

99. Sihler, William W., and Charles O. Meiburg. "The war on pollution--economic and financial impacts," Business Horizons, 14:19-30, August, 1971.
Financing alternatives on the federal, local, and industrial levels are discussed as a means of combating pollution. Projections of $7-8 billion annually over next 10 years are presented as to impacts which various environmental programs would have on the money market.

100. Toffler, Alvin. "Beyond depression," Esquire, 83:53-57, February, 1975.

Another essay on future shock in light of current world's economy, over population, and anticipated natural resource shortages.

5

Exploring the World of Work For a Career

During early childhood the question is first raised, "What do you want to become?" This persistent inquiry continues during adolescence. It finally requires a major decision faced by all young adults. With increasingly larger numbers of high school graduates taking additional two or four years of post-secondary education, how they will use this time for the process of "becoming" is critical to them. For some it may represent a period of general growth and becoming better educated individuals without emphasis on vocational orientation. For a majority of students, however, post-secondary education is a learning period for qualifying themselves for entry into a particular occupational field. Unfortunately most students are not familiar with the nature of different work fields. They are not able accordingly to match their personalities against the "personalities" of different occupations, the jobs in them and the requirements of related work fields. A study of different occupations is a necessary part of one's establishing a planning base for decisions which must be made. This choice can only be intelligently made after a study of a number of work fields. Furthermore, insofar as possible, one should also obtain first-hand experience by working in several occupations. Knowledge plus working experience becomes a sound basis for decision-making in selecting a work role. Independence and self-support represents a key or critical area for objective setting.

101. Andrews, Lewis M. "Communes and the work crisis," The Nation, 211: 460-463, November 9, 1970.
The identity crisis linked with occupational goals, a major problem of many young adults, has resulted in rebellion against the work ethic. The "work commune" is analyzed as one of several solutions to the depreciation of work.

102. "As you were saying -- Elements of meaningful work," Personnel Journal, 51:208, March, 1972.
Brief article on the increasing dissatisfaction with the absence of meaning and purpose in daily work as opposed to self-actualization in "unpaid" work as added to regular working hours.

103. Braunstein, Daniel N., and George H. Haines, Jr. "Student stereotypes of business," Business Horizons, 14:73-80, February, 1971.
The attitudes obtained from a national sample of students towards big business are analyzed. The findings are presented with bar graphs. Anti-business attitudes are generally formed in late adolescence.

104. Burzynski, Helen G. "The promised land of paraprofessional careers," American Vocational Journal, 45:21-23, December, 1970.
Article treats technical education, motivation, and jobs for women available from training in two-year institutions of higher education. Emphasizes programs for technicians and paraprofessionals.

105. Dull, Lloyd W. "The cluster concept in career education," *Educational Leadership*, 30:218-221, December, 1972.
Simplistic view of classifying 23,000 job titles into 15 clusters with implications on the limitations/advantages of using such an approach in effective career education.

106. Goodwin, Leonard. "Occupational goals and satisfactions of the American work force," *Personnel Psychology*, 22:313-325, Autumn, 1969.
Study investigates work in terms of goals expected to be fulfilled, factors influencing job satisfactions and dissatisfactions, variances by educational levels, and their implication for understanding the productivity of the American work force.

107. Harman, Robert L. "Students who lack vocational identity," *Vocational Guidance Quarterly*, 21:169-173, March, 1973.
Study attempts to define differences existing between vocationally decided and undecided students on the basis of personality, interest, and ability measurements. Implications for vocational decisions are discussed.

108. Hollander, Melvyn A., and Harry J. Parker. "Occupational stereotypes and needs: their relationship to vocational choice," *Vocational Guidance Quarterly*, 18:91-98, December, 1969.
Based on Holland's model of vocational choice, study attempts to determine how Holland's categories are related to personal needs and personality stereotypes. Results indicate that stereotypes actually exist and represent a basis for vocational choice.

109. Lee, Sang M. "Job selection by college graduates," *Personnel Journal*, 49:392-395, May, 1970.
Study reports job-selection factors considered most important by graduating college students on their entry into the job market and making a choice between two or more job options.

110. Long, John D. "The Protestant ethic reexamined," *Business Horizons*, 15:75-82, February, 1972.
The Protestant ethic value system is reviewed and several modern alternatives to it are presented in the form of attitudes as substitutes for related religious beliefs.

111. Marr, Evelyn. "Vocational maturity and specification of a preference," *Vocational Guidance Quarterly*, 18:45-47, September, 1969.
Explores the time of vocational decisions according to the individual's maturity, influences of the occupation itself, opportunities to learn about vocations, and stabilization of values and personality traits.

112. Okosky, Charles E. "Career planning or how to succeed in business by really trying when the other way doesn't work," *Personnel Journal*, 52:955-961, November, 1973.
Amusing but thought provoking reading to focus in on the

importance and process of career planning. Also author of General Electrics "Career Action Planning," (1973).

113. Ondrack, D.A. "Emerging occupational values: a review and some findings," Academy of Management Journal, 16:423-423, September, 1973.
Values of college students are compared with some of the values of society at large and business in particular. Values of many college graduates indicate importance of individual achievement and near-entrepreneurial job independence.

114. Richardson, Mary Sue. "The dimensions of career and work orientation in college women," Journal of Vocational Behavior, 5:161-172, August, 1974.
Comparative study to clarify the nature of career education goals of college women; one group gave priority to a career role in adult life; the second, to both a career role and marriage/family responsibilities.

115. Ristau, Robert A. "Career exploration: why, when and how, Part I," The Balance Sheet, 54:196-198, February, 1973.
A two-part article deploring the failure of the nation's educational system in making career education a relevant experience. Part II, (54:244-246, March, 1973), implementation, is directed toward business and distributive education teachers. A rehash of criticisms without any constructive recommendations.

116. Robinson, Katherine. "Promising career areas for women," Readers Digest, 105:132-135, November, 1974.
Briefly surveys nine career areas which offer major opportunities for women in the 1970's. "Never before have women had such diverse and challenging work opportunities." (Condensed from Saturday Evening Post, November, 1974.)

117. Rosenthal, Neal H. "The U.S. economy in 1985: projected changes in occupations," Monthly Labor Review, 96:18-26, December, 1973.
Assumptions based on long-term trends in broad occupational areas are discussed with special implications for college graduates and advanced degrees.

118. Schiller, Ronald. "News from the job front: tough times for the college grads," Readers Digest, 105:128-131, November, 1974.
Although a college diploma does not guarantee a job, college graduates have a lower rate of unemployment, higher job satisfaction and salaries. A guide to where job opportunities are and are not.

119. Sheard, James L. "College student preference for types of work organization," Personnel Journal, 49:299-304, April, 1970.
Study on the "position selection process" of junior and senior college students indicate that larger corporations are only slightly preferred over other organizational types.

120. Simpson, Elizabeth J. "Move over, gents," American Education, 6: 3-6, December, 1970.
Reviews discrimination against women in their work roles and predicts where advancements will be made for women in the next ten years.

121. Stead, Bette Ann. "Real equal opportunity for women executives," Business Horizons, 17:87-92, August, 1974.
Several means are suggested which could make "equal-opportunity for women" a reality. Significant study on the advantages of equal employment.

122. "Tomorrow's jobs," Today's Education, 61:44-48, January, 1972.
Projections from the Occupational Outlook Handbook for 1970-80 emphasizes priorities to be placed on obtaining as much education and training as permitted by one's abilities and circumstances.

123. Venn, Grant. "Eye on tomorrow's jobs," American Education, 5:12-15, March, 1969.
A live challenging issue for education, business, and industry for developing young people whose intellectual capabilities and work productivity are immobillzed by the structures of education, technological change, and absence of federal manpower policies.

124. Weaver, Charles N. "Sex differences in job satisfaction," Business Horizons, 17:43-49, June, 1974.
Article threats of job-satisfaction with special attention to attitude of negro females. Points out significant comparisons between black/white, male/female job-satisfaction requirements.

125. "Who doesn't need a college degree?" Money, 4:23-25, September, 1975.
It is not generally appreciated by average four-year college student that in a job market glutted with graduates that two-year training in special skills will give many students better propsects than a liberal education.

6

Self-Concept and Life Purpose

In the process of self-discovery it becomes apparent to every person just how difficult it is to obtain an evaluation of one's strengths and weaknesses. These have their origins in the individual's abilities, interests, and values. Going still further and trying to formulate a statement on one's life purpose, or mission as it is frequently referred to, becomes extremely difficult because of one's unique nature. Self-awareness and its expression in a description of self-concept is an essential planning base for setting one's directions in life. For a great many persons, life purposes are focused upon an occupational choice and success in a work field. For others, however, life purposes are related to self-actualization which has its roots in strong religious beliefs or commitments for service to others.

The basis for effective decision-making by an individual must be premised upon conclusions arrived at from self-analysis. Understanding of one's self enables a person to determine directions which are feasible and suitable to the fulfillment of his needs and wants.

Every young adult should seek to acquire a broad knowledge base for their personal planning. Out of this information base they can become aware of their potentials and internal needs for self-expression. Their aspirations will also shape the process of self-actualization during their life cycles. Both self-concepts and life purposes may be expected to change during the course of one's life. As human needs change so do life purposes and shorter-term objectives.

Making explicit statements as to both the characteristics of one's total personality, as contained in one's self-concept and the nature of one's life purpose, may be the most difficult step in a person's total planning efforts. Without this information base, however, objective setting will become a useless exercise for a majority of people.

126. Anderson, W. Thomas, Jr., and Louis K. Sharpe. "The new market place: life style in revolution," Business Horizons, 14:43-50, August, 1971.
Five reactions, from different view-points, on the accelerating and swift changes arousing society are reviewed. Major viewpoints of change examined are: traditionalist, anarchist, liberated, reformer, and the counterculture movements.

127. Barron, Frank. "Towards an ecology of consciousness," Inquiry, 15: 95-113, Summer, 1972.
"Article proposes that the relationship between human consciousness and its complete environment should be the subject matter of an emerging discipline, the ecology of consciousness."

128. Blai, Boris, "Some basics of sound human relations," Personnel Journal, 52:710-713, August, 1973.
Ten points to affect a satisfying and productive working environment with people and successfully achieving one's career or occupational goals are recommended for both one's self-management and the management of other people.

129. Casler, Lawrence. Is marriage necessary? New York: Human Sciences Press, 1974. 248 pp.
Emphasis directed towards marriage as a part of one's total life planning process. The book frankly discusses modern alternatives to traditional marital arrangements. Emphasis is placed on relationships which most effectively contribute to the growth and happiness of individuals and their marital partners. Text is documented with a bibliography. Author and subject indexes.

130. Dimarco, Nicholas, and Steven Norton. "Life style organization structure, congruity and job satisfaction," Personnel Psychology, 27:581-591, Winter, 1974.
Three major life styles are presented and several ways in which values and behavior of each can influence job satisfaction and life happiness are discussed.

131. Downs, Hugh. Potential: the way to emotional maturity. Garden City, N.Y.: Doubleday and Company, 1973. 131 pp.
Informal discussions on a variety of subjects of importance to a person in the formative period of young adulthood. Author explores links between maturity and happiness and how these may be achieved by motivation, attitudes and other means through self-help techniques. Of particular value are the chapters (VI and VII) on Attitudes and the Development of Attitudes. The book deserves careful reading.

132. Eisenstadt, S.N. Tradition, change and modernity. New York: John Wiley and Sons, 1973. 365 pp.
Of limited use and interest to a majority of young readers, this collection of essays will have some appeal however, to those interested in the philosophy of changes occurring in the modern world.

133. Fellows, Erwin W. "Happiness: a survey of research," Journal of Humanistic Psychology, 6:17-30, Spring, 1966.
A review of various studies which have dealt with the nature of happiness "in the hope that the article may stimulate further clarification and investigations on happiness as a key to life and occupational success."

134. Fiske, Donald W. "The limits for the conventional science of personality," Journal of Personality, 42:1-11, March, 1974.
A review of several problems encountered in the conventional field of personality analysis and proposals for alternative theoretical approaches to arrive at an understanding of one's self. For more mature adults.

135. Fletcher, Alfred B.W. Understanding your emotional problems. New York: Hart Publishing Company, 1966. 214 pp.

Author covers wide variety of psychological problems which are encountered by a majority of people in adjusting to life and work situations. Easy reading text recommends the book to younger adults.

136. Gergen, Kenneth J. "Multiple identity: the healthy, happy human being wears many masks," Psychology Today, 5:31-35, May, 1972.

Describes the shifting masks of multiple identities as influenced by other people, situations, or personal motives. Article is based on William James statement that, "a man has as many different social selves as there are distinct groups of people about whose opinion he cares."

137. Grebstein, Lawrence C. Toward self-understanding: studies in personality and adjustment. Glenview, Ill.: Scott, Foresman and Company, 1969. 343 pp.

A book of general readings on personal development. This selection of readable essays provides a background of information for better understanding of human behavior as presented in psychology and sociology studies. Recommended.

138. Grossman, Jack H. The business of living. New York: Stein and Day, 1975. 207 pp.

Life is comparable to running a business whose success and results are planned from an understanding of human behavior. Principal divisions of the book are related to life as being a profitable business, getting others to work with you, managing your emotions, partnership through marriage, and looking ahead. Style, examples and avoidance of psychological jargon make the book interesting reading for all young adults. The book is oriented to the development of a life style rather than occupational choice.

139. Lee, James L., and William J. Doran. "Vocational persistence: an exploration of self-concept and dissonance theories 1, 2," Journal of Vocational Behavior, 3:129-136, April, 1973.

Research study involving a group of religious students to measure "cognitive areas in which dissonance is most likely to effect persistence toward a vocational goal." Significance of motivation as a force for achievement particularly in choice of a non-rational life purpose.

140. Morris, Charles, and Linwood Small. "Changes in conceptions of the good life by American college students from 1950 to 1970," Journal of Personality and Social Psychology, 20:254-260, 1971.

A study in the values of college students from 1950-1970. Data shows that concepts of young adults have not changed as much over the years as their approach to realize the "good life." Students are currently less traditionally oriented.

141. Nordberg, Robert B. "Meditation: future vehicle for career exploration," Vocational Guidance Quarterly, 22:267-271, June, 1974.
A review of the wave of mysticism currently popular among some young adults. Implications of the article are that meditation could lead to improved self-awareness and help both one's career and life development.

142. Schachtel, Ernest G. "On alienated concepts of identity," Journal of Humanistic Psychology, 1:110-121, 1961.
A concise, but brief description of alienation concepts as to relating one's identity from both its negative and positive implications. Recommended reading for counselors.

143. Sherman, Harold. Know your own mind. Greenwich, Conn.: Fawcett Gold Metal, 1953. 160 pp.
Perennial and popular paperback based upon sound psychological principles but with strong religious and spiritual overtones. Emphasis is placed upon personal development by the author who has written numerous other books on God-man relationships.

144. Swerdloff, Peter M. "Hopes and fears of blue-collar youth," Fortune, 79:148-152, January, 1969.
A summary of blue-collar youth attitudes obtained from interviews and questioning of young skilled and semi-skilled employees on working situations, racial problems, college attendance, world and national problems, social values and morals.

145. Tanner, J.M. "Earlier maturation in man," Scientific American, 218: 21-27, January, 1968.
Earlier maturation in man has been studied in recent years. This analysis reviews causes for the dramatic decline in the age of puberty although the article points out that the trend requires further investigation.

146. Wessman, Alden E., and David F. Ricks. Mood and personality. New York: Holt, Rinehart and Winston, Inc., 1966. 317 pp.
The book is constructed about case studies of happy and unhappy steady and moody men. Much of the text represents analyses of situations which cause various moods and personality changes and characteristics. It will best be appreciated by those with a background in psychology. Bibliography will be of value to counselors but of little practical use to the average reader.

147. Williams, Robert L., and James D. Long. Toward a self-managed life style. Boston, Mass.: Houghton Mifflin Company, 1975. 235 pp.
A psychological approach to the concept of self-management based upon self-modification and a model for self-control. Chapter on career planning may have been added as an after thought. Evaluated as one of better references for study. Includes a glossary of terms which assists in reading of text.

148. Winter, Gerald D., and Eugene M. Nuss. The young adult: identity and awareness. Glenview, Ill.: Scott, Foresman and Company, 1969. 343 pp.

A book of essays gathered from periodical literature on changes occurring in the values of young adolescents. Absence of an index in the book forces readers to thumb through and frequently overlook observations by leading writers on the problems and values of adolescents moving into adulthood.

149. Wylie, Ruth C. The self concept. Lincoln, Neb.: University of Nebraska Press, 1974. 433 pp.

A comprehensive pedagogical study indicated by the book's title. It will have limited use by counselors and is not recommended except for graduate students working towards advanced degrees in counselor education or psychology. Text summarized major research studies in the field of "self-concept." 67 pages of bibliography with subject matter and author indexes makes up approximately one third of the book.

7

Objective Setting and Strategic Action Plans

These two areas of self-management and planning represent the very core of personal accountability for the results of one's behavior. Objectives must be set according to one's potentials for their achievements. Strategic action plans are created out of the various ways and means available from one's resources for accomplishing objectives.

Business and organizational planning results from the cooperative effort of a group of key executives or administrators. Personal planning, although it can benefit from the advice of others, depends solely upon the effective decision-making capabilities of the individual.

There are various key or critical areas in every person's life in which objectives are to be set. These have certain priorities depending upon the person's wants or needs. These generally begin with seeking to achieve security from a self-support or income capability through a career choice. Other areas for objectives may include one's potentiality for growth, fulfilling social responsibilities, successfully selling one's self in the market place, ability for self-management, and developing positive attitudes and motivational forces.

Each of these and other objective-setting areas for one's self-actualization becomes an area for analysis and decisions. Career choices and objectives are only one part, although a major one, of the objective setting and strategizing process. Each of these areas should be acted upon in the personal planning according to the planning model which a person adopts for himself. References in this unit, as for others in this bibliography, will serve as only introductions to the thinking processes which the young adult is recommended to develop for improving his planning and self-management capability.

150. Bannon, Joseph J. "Methods of problem solving," Parks and Recreation, 1:917-918, November, 1966.
Summary of major ideas presented at "Creative Problem Solving" Conference. Seven steps for resolving real-life situations concisely summarized goals and proposed for implmenting action plans.

151. Bennett, Graham. "Seven steps to better problem solving," Supervisory Management, 16:39-42, August, 1971.
Condensation of longer article. Short but pinpointed description of problem identification and solutions involving key factor in origin of problem, attitudes of people viewing the problem and solutions possible for the problem.

152. Buhler, Charlotte. "The human course of life in its goal aspects," Journal of Humanistic Psychology, 10:3-17, Spring, 1974.
Human life and its aspects of purposes and goals are seen as

being controlled by five phases of self-determination and four tendencies toward total life self-actualization.

153. Buhler, Charlotte. "The life cycle: structural determinants of goal setting," Journal of Humanistic Psychology, 6:37-52, Spring, 1966.

Every individual is regarded as having a basic structure for running his particular life course. From this structure arises the need for goal setting, development of individual value patterns, and the optimal use of one's resources.

154. Buhler, Charlotte. "Questionnaire on goals and fulfillments," Journal of Humanistic Psychology, 3:28-34, Spring, 1963.

Report on experimental study to determine goal structures in people which author recognizes as being closely related to their personality self-evaluations. Several cases illustrate need for fulfilling four basic tendencies of life.

155. Hackney, Harold. "Goal setting: maximizing the reinforcing effects of progress," The School Counselor, 20:176-181, January, 1973.

A goal-oriented approach relating counseling objectives to client problem solving and goal setting. Recommended for counselors despite its limitations as an adequate treatment of a subject deserving a more penetrating treatment.

156. Harren, Vincent A. "The vocational decision-making process among college males," Journal of Counseling Psychology, 13:271-277, 1966.

Author stresses steps of exploring or acquiring information, crystallization of problems, choice of options, and clarification of consequences to decisions of occupational choices. Recommended for counselors.

157. Hopkins, Charles O. "Implementing management by objectives," American Vocational Journal, 49:36-39, February, 1974.

Delinates strategies and controls for management by objectives. Rationale for this system of management is shown as applicable to one's life as its use in business.

158. Jackson, Donald F. "Goal setting leads to business achievement," Business Education Forum, 28:23-24, May, 1974.

Rationale for a goal directed life by means of an objective setting method is described in three steps. Importance of objectives are the results obtained from their achievement, not the goal setting process itself.

159. Jones, Edward E., and C. Anderson Johnson. "Delay of consequences and the riskiness of decisions," Journal of Personality, 41: 613-637, December, 1973.

The hypothesis that the longer the delay between making a decision and experiencing its consequences, the greater will be the tendency to choose risky rather than conservative alternatives is theoretically explored.

160. Kantor, Lonnie M., and Lynn R. Bartlett. "Span of life discussion for college students: their impact and implications," Journal of College Student Personnel, 15:145-148, March, 1974.

Describes a series of discussions for young adults on their educational-vocational goals, human relationships, personal current concerns, and their social responsibilities.

161. Kiev, Ari. "A strategy for daily living," Readers Digest, 104:146-150, May, 1974.

Suggestions are made to ease goal implementation for self-actualization in face of problems of stress and loneliness.

162. McDonnell, John F. "The human element in decision making," Personnel Journal, 53:188-190, March, 1974.

Decision-making, from a managerial view, contrasts the classic with a humanistic process and calls for a flexible framework which keeps the people involved in the forefront.

163. McKenzie, Leon. "Diagnostic procedure for goal identification," Viewpoints, 49:37-46, September, 1973.

Analytical techniques for goal identification are outlined. A goal diagnosis model is presented as a matrix into which personal objectives may be fitted after self-analysis.

164. Marks, Barry A. "Decision under uncertainty: a poet's view," Business Horizons, 14:57-61, February, 1971.

Uncertainty following or accompanying the decision-making process is presented by using Frost's famous poem, "The Road Not Taken." Author places courage next to intelligence as a non-rational factor in following-up on decisions.

165. Pollack, Barbara. "Roadmap for college success," Business Education World, 49:7-8, September, 1968.

An outline of a strategy to use class time more advantageously during the senior year in high school to orient students for higher performances. Elementary but practical suggestions for improving one's various performances.

166. Reif, William E., and Gerald Bassford. "What MBO really is," Business Horizons, 16:23-30, June, 1973.

Management by objectives is examined, listing four major components: setting objectives, developing action plans, conducting periodic reviews, and appraising annual performance. Also listed are major benefits that can be expected. MBO is not set within an overall plan. Recommended for counselors.

167. Reilly, William J. Life planning for college students. New York: Harper & Brothers, 1956. 173 pp.

Direct, down-to-earth book which successfully has survived several decades of scholarly writings which have been difficult to understand by young adults. Recommended as introductory reading on total personal development for young adults from 18 to 24.

168. Rue, Leslie W. "The how and who of long range planning," Business Horizons, 16:23-30, December, 1973.
A practical model for long-range planning gathered from a survey of U.S. industry. Current long-range planning model is compared with a progressive ideal model. Background reading for counselors.

169. Smith, Lester V., and Ralph H. Ojemann. "A decision making model," School Health Review, 5:6-9, January-February, 1974.
Behavioristic approach to decision-making premised upon Thomas, Maslow and others. Four step model for decision-making is presented based upon the individual's needs.

170. Snyder, Patt. "Career planning," Special Libraries, 63:310-312, July, 1972.
Brief but pointed description of need for meeting career goals, optimately utilizing one's personal strengths, resources in strategies action plans, and timing one's job advancement.

171. Watson, Goodwin. "Resistance to change," American Behavioral Scientist, 14:745-766, May-June, 1971.
Discusses change agents and procedures for instituting change. Reviews causes of resistance to change. Comprehension in its analysis. Good bibliography.

172. Watson, Hugh J. "Stimulating human decision making," Journal of Systems Management, 24:24-27, May, 1973.
Directed toward business, although the article and diagram may be useful to clarify an individual's decision-making process.

173. Wiesman, Walter. "Career development: self-strategies," Vital Speeches of the Day, 38:694-697, July 20, 1972.
The inter-relationship of career development and self-development leading to a happy and fulfilled life requires acquisition of skills and broad educational background.

Objectives and Action Plans for One's Personal Growth

Man's development is influenced by various processes of change. Some of these affect him externally. He may have little control over their shaping of his life or work. Other forces for change are found within his interests, potentials for development, and aspirations resulting from values and his expression of needs. Self-improvement in the form of acquiring new skills, improvements in behavior, enhancement of personality, physical fitness, and aesthetic and intellectual growths take various forms of lifelong objectives.

Objectives for personal growth stem from one's acquired interests, innate developed aptitudes. Growth, in its broadest sense, should be a controlled conscious and directed effort to fully realize one's capabilities. These are necessarily limited but also unique. They are particular to the individual's innate or acquired differences as a special person. Personal growth should not be thought of as something simply physical. This factor of growth has its limitations. Most people have their major growth potentialities through a process of continuing education. This frequently takes the form of self-improvements for career advancement. For others it will be readings, studies or discussions leading to a better understanding of people, philosophy, religion or aesthetics. Non-vocational growth for most people is equally if not more important than vocational improvement for leading a balanced and total life.

All of us have weaknesses. It is often difficult to recognize them. Objectives should also aim at minimizing or correcting these shortcomings through a process of improvement or growth. Both formal and self-education become a major strategic action plan to accomplish one's objectives for growth.

174. Appel, Victor H., Margaret C. Berry, and Robert W. Hoffman. "Significant collegiate sources of influence," Journal of College Student Personnel, 14:171-174, March, 1974.
College seniors look at factors which they perceive as having had a lasting impact on their development and will have a carryover as goals into their lives and careers. Peer influence appeared to be most important.

175. Becker, Howard S. "A school is a lousy place to learn anything," American Behavioral Scientist, 16:85-105, October, 1972.
An essay contrasting schools and on-the-job training for "real-life education" which points out needs of students and implications for curriculum improvement. Personal development does not always occur in schools.

176. Bird, Caroline. The case against college. New York: David McKay Company, Inc., 1975. 308 pp.
A controversial book for readers who wish to pursue alternative action plans for personal and occupational development

other than going to college. Author possible overemphasizes costs of college education without applying the principle of return on investment.

177. Buss, Allan R. "A conceptual framework for learning effecting the development of ability factors," Human Development, 16:273-292, 1973.

Relationships between learning, development and ability factors are considered as major factors for growth. The more basic learning principles are described within a framework of the skill acquisition process.

178. Chapman, Elwood N. College survival. Chicago, Ill.: Science Research Associates, 1974. 153 pp.

Popularly titled text and easily read reference for students entering or planning to continue a two- or four-year college program. Of particular interest are the chapters, "Tests Anyone?" and "Flight Plans." The book is abundantly illustrated with case studies representing problems followed by the author's answers to situations faced by most young adults.

179. Collins, Charles C. College orientation: education for relevance. Boston, Mass.: Holbrook, 1969. 275 pp.

A practical and very usable basic text for college students, particularly freshmen. Fifteen chapters are followed by bibliographies and stimulating topics for discussion. The book thoroughly covers the background for personal planning but does not go into objective setting and strategic action plans for entry into an occupational field.

180. Coyne, John, and Tom Hebert. This way out. New York: E.P. Dutton & Company, 1972. 469 pp.

Contents of the book reviews various alternatives to traditional college education throughout the world. These include: independent study programs, experimental colleges and foreign studies in the developed as well as developing countries. The theme of the book is "You don't need a college to get a higher education anymore."

181. Drucker, Peter F. "Beyond stick & tarrot: hysteria over the work ethic," Psychology Today, 7:86-92, November, 1973.

Worker resistance to manipulation by use of psychological techniques is reviewed. Alternate ways of presenting work structures are proposed based upon studies of McGregor and Herzberg. Analyzes worker characteristics for needed change.

182. Hiemstra, Roger. "Community adult education in lifelong learning," Journal of Research & Development in Education, 7:34-43, Summer, 1974.

A review of community resources needed for adult education or improvement. Complexities of life demand that one's development becomes a life-long learning process for growth and coping with the process of change.

183. Jennison, M. Harry. "Little relief in sight," Today's Health, 45: 65, September, 1967.
Social uncertainties, moral upheaval, and parental pressures are cited as causes of tremendous pressure for scholastic achievement. Author has offered several suggestions in brief article for more realistic personal objectives.

184. Jourard, Sidney M. "The awareness of potentialities syndrome," Journal of Humanistic Psychology, 6:139-140, Fall, 1966.
Questions the results of teaching abnormal psychology as constrasted to the teaching of "The Psychology of Healthy Personalities" which emphasizes discovery of one's potentialities as resources for growth objectives.

185. Kay, William. Moral education. Hamden, Conn.: Linnet Book, 1975. 379 pp.
Sociological factors are involved in all meaning and purpose of moral development. In recent years, the author claims, no aspect of personal development is more important than the individual's acquisition of moral values.

186. Kent, Leticia. "Your mind: how it can make you healthy...how it can be used against you," Vogue, 160:94-95, October 15, 1972.
Behavior control represents one of the most important areas for personal improvement. Article stresses the use of technological control for changing behavior of other people rather than one's self-change.

187. Koch, James V. "Student choice of undergraduate major field of study and private internal rates of return," Industrial & Labor Relations Review, 26:680-685, October, 1972.
For those who view a college education as a financial investment, this study explores the "economic rationale" for the selection of an undergraduate major.

188. Lippmann, Walter, et.al. "Dialogue between the generations," Harper's Magazine, 235:45-64, October, 1967.
A group of well known writers and college editors explore some of the differences in the ways their generations perceive each other and the major issues in American society today. Recommended for general background reading, improved self-understanding, and personal development.

189. Marks, Edmond. "Some considerations relating to choice of an educational program," Journal of Vocational Behavior, 2:1-11, January, 1972.
Proposed strategic action plans for achieving career objectives through educational programs. Although study employs statistical data which might complicate its usefulness for many young adults, it will be significant to most counselors.

190. Martin, Ann M., and A.G. Martin. "Educating women for identity in work," American Vocational Journal, 46:38-42, May, 1971.
"Women have psychological barriers to success perhaps greater than the obstacles posed from outside. They should be made to see that essentially they are freer than men to choose the roles they will play at different periods of their lives."

191. Noonan, Peggy. "Why college anyway?" Mademoiselle, 75:346-349, August, 1972.
Twenty young college women from different universities describe their needs for higher education and personal development; and how actual life in college differed from their expectations for satisfactions of needs for intellectual growth.

192. Otto, Herbert A. "New light on human potential," Saturday Review, 52:14-17, September 20, 1969.
Emerging as a field of scientific inquiry is the study of human potentials. Article discusses worldwide research programs of investigations on questions of exploring human potentialities and their development for meeting life and career needs.

193. Parrott, Allen. "Toward a theory of life-long education," Adult Education, 47:141-146, May, 1974.
Life-long education is regarded as a cure-all for all of society's problems. An attempt is made to define how life-long education may become a meaningful concept for a large number of people in their planning and action plans.

194. Stephens, Waldo E. "An approach to undeveloped resources: the potentialities of man," Business Education Forum, 25:51-54, April, 1971.
A study of the modern American and his failure to realize his potentials both individually and collectively because of the complexities of modern life with which he is unable to cope.

195. Werts, Charles E. "Career changes in college," Sociology of Education, 40:90-95, Winter, 1967.
A study dealing with changes in career directions occurring among college students and an effort to determine some of the causes for these changes. Confusion as to directions for intellectual development results from changes in career objectives.

196. Werts, Charles E., and Donivan J. Watley. "Paternal influences on talent development," Journal of Counseling Psychology, 19:367-373, 1972.
A sample of college freshmen are grouped by father's occupation then compared in various areas of achievement showing that they excel in particular skills of fathers' occupations. Growth rate improves under parental influence and cooperation.

197. West, Charles K. "The knowledge explosion & the need for revaluing knowledge," Intellect, 101:107-109, November, 1972.
A study on the value of knowledge and consequences to

educators refusing to make decisions about values in education will be primarily of interest to counselors with strong psychological or philosophical backgrounds. Are educators raising a valueless generation?

198. Ury, Zalman F. "The ethical life style as an educational essential," Intellect, 101:25-26, October, 1972.

A concise presentation of the role which the teaching of ethics should have in education. Proposes that all schools of education should teach courses in morality and that elementary and secondary schools have ethics counselors. Moral development represents a major area for personal change and growth.

9

Objectives and Action Plans for Career Development

For most people this area of objective setting represents the most important results to be achieved from their total life and career planning. It satisfies their needs for security and material aspirations for self-actualization. For others, however, more emphasis is placed upon the acquisition of knowledge and self-improvement which will bring limited financial returns. They may have a thirst for learning or religious aspirations which have limited recognition in the market place.

Economic independence and the capability of self-support are expected of mature adults. Emphasis accordingly is placed upon education which lead them towards successful entry into a particular occupation. During an individual's process of self-discovery he should become aware of his potentials and aspirations. These in turn, after a study of various occupational fields, results in a decision as to a job or career field. This choice should be made in high school if at all possible. For the vast majority of post-secondary students it is not reached until late in their first or during their second year of college work -- if at all.

The decision on a career field takes the form of an explicitly stated goal or objective. Made early enough during the post-secondary educational process, the student can select and direct his course work towards qualifying himself for entry into a particular job market.

A major obstacle to setting career, as well as other objectives, will be the lack of self-understanding and knowing one's potentials, interests, and aspirations. It is on this informational base that a person must build his pyramid of life and career objectives and action plans.

199. Bailey, John A. "Career development concepts: significance & utility, Personnel and Guidance Journal, 47:24-28, September, 1968.
An attempt to identify essential career development concepts which provide and form the basis for assisting young adults in making their vocational choices.

200. Bare, Carole E. "Personality and self-concept correlates of occupational aspirations," Vocational Guidance Quarterly, 18:297-305, June, 1970.
A study on college students accuracy of self-awareness, preferences for occupations, and success in their preferred work fields as related to eight personality factors.

201. Beall, Lynnette. "Vocational choice: the impossible fantasy and the improbable choice," Journal of Counseling Psychology, 14:86-92, 1967.
Using case studies, two types of difficulties faced in vocational choice are explored. Emphasizes the counselor's role in assisting young adults in making realistic career choices.

202. Bell, Terrel H., and Robert A. Goldwin. "Should college teach salable skills?" Chronicle of Higher Education, 10:32, April 7, 1975.
Two concise viewpoints presenting the reasons why colleges should offer not only broad liberal arts programs of study but also salable and specialized job skills.

203. Bolton, Mac. "Where do we go from here," Personnel Management, 2:20-26, March, 1970.
A study on some of the factors which influence college graduate recruitment and why many college graduates become quickly disillusioned with the positions for which they are employed.

204. Byrd, Robert C. "Education should be career-oriented," College Management, 7:2, August, 1972.
Excerpts from address prepared by the senator's public relations officer provides a superficial view in defining career education. Byrd questions motives of college students and proposes elimination of financial barriers to higher education so as to achieve equal educational opportunities.

205. "Choosing a career: how to be your own computer," Senior Scholastic, 104:14-17, April 18, 1974.
Ten points to consider in making a career decision. Game and sample application form are included in the article.

206. Cosgrave, Gerald. Career planning, search for a future. Toronto, Canada: Guidance Centre, Faculty of Education, 1973. 144 pp.
One of the better text/workbooks for young adults. Widely used throughout Canada. Text needs to be supplemented by outside readings on various occupations. Five chapters of book emphasize self-awareness and the decision-making process of occupational choice.

207. Delbecq, André L., and Eliot S. Elfner. "Local cosmopolitan orientation and career strategies for specialists," Academy of Management Journal, 13:373-387, December, 1970.
Three different models for career strategies in the sciences are related to occupational orientation for either permanent or short-term employment. Article recommends strategies for job advancement.

208. Dunphy, Philip W., Sidney F. Austin, and Thomas J. McEneaney. Career development for the college student. Cranston, R.I.: Carroll Press, 1968. 128 pp.
A tight but also superficial treatment of a wide variety of subjects leading to occupational choice and entry into the job market. Its use as a textbook is recommended only where the instructor may amplify the text with lectures and supplementary readings.

209. ERIC Document Reproduction Service. Career education. New York: Macmillan Information, 1973. 360 pp.
An ERIC (Education Resources Information Center) bibliography

of documents and articles designed and largely used by reference librarians and some educators in higher education. Subject index is comprehensive. Citations are largely concerned with theoretical and academic studies written by counselor and guidance instructors. The vast majority of documents and articles, classified by subject and author indexes are of a very limited practical use to anyone except to graduate students qualifying for advanced degrees in counselor education.

210. Feldman, Saul D. Escape from the doll's house. New York: McGraw-Hill Book Company, 1974. 208 pp.
A study of women in graduate education and their plans for academic careers, career expectations, and self-image. Included are various restraints, principally sex stereotypes, which act as limitations on the freedom of both man and woman.

211. Harkness, Charles A. "College education -- key to jobs?" Vocational Guidance Quarterly, 21:43-47, September, 1972.
A speech given to college students attacking a prevailing myth that college education provides an assured means for a good job. Provides a more realistic approach to career planning.

212. Hind, Robert R., and Timothy E. Wirth. "The effect of university experience on occupational choice among undergraduates," Sociology of Education, 42:50-70, Winter, 1969.
With current college students there is a shift away from pursuing specialized careers towards less specialized programs of study. Some reasons for the change in expectations of college students are examined.

213. Holland, John L. The psychology of vocational choice. Waltham, Mass.: Blaisdale Publishing Company, 1966. 132 pp.
Well known author attempts to classify personality types in a theory of vocational behavior. Tightly written book expresses author's dissatisfactions with guidance practices in schools. He points up need for new thinking on the part of schools and counselor education.

214. Lavender, John. "Occupational versatility: key to careers," Educational Leadership, 30:215-217, December, 1972.
Article shows how actual job experiences or internships provide students with an awareness of career requirements as well as improving their capabilities for upgrading their own qualifications and goals.

215. Maccoby, Michael. "Four characters in search of a career," Management Review, 62:47-49, October, 1973.
Four types of personalities are examined, all equally effective when working in a mode that fits different characteristics of individuals. Implications for both management and the employee are considered for more effective organizational design and promotions.

216. Magisos, Joel H. Career education, (third yearbook). Washington, D.C.: American Vocational Association, 1973. 397 pp.

Following tratitional achknowledgement of importance of career education by the director of the U.S. Office of Education, some 31 contributors repeat what has been available in periodicals and other sources over the past several decades. No significant innovative concepts are offered. Yearbook has questionable value in justifying costs of being published despite heavy use of references and scholarly recognition of authors in vocational guidance field.

217. Manhardt, Philip. "Job orientation of male and female college graduates in business," Personnel Psychology, 25:316-368, Summer, 1972.

Sex differences between men and women entering the same occupations are compared as to their orientations to work and jobs.

218. Ondrack D.A. "Emerging occupational values: a review and some findings," Academy of Management Journal, 16:423-432, September, 1973.

A study on the emerging occupational value of college students, which show their strong emphasis on independence, individual achievement and level of qualities of job attributes.

219. Reif, William E., and John W. Newstrom. "Career development by objectives," Business Horizons, 17:5-10, October, 1974.

Basic article of particular value to everyone planning their career. Contingency model for career development outlines factors which must be studied in developing action plans and reviewing progress towards their achievement.

220. Roe, Anne. The psychology of occupations. New York: John Wiley & Sons, Inc., 1956. 340 pp.

An older but basic text for counselors and personnel managers. Too much material of lesser value has been published since this comprehensive documented reference. Recommended for serious study by everyone seeking a reconciliation between occupational requirements and personality differences of individuals. Contains original approaches to career development which have been copied by other authors under other labels.

221. Seligman, Daniel. "A special kind of rebellion," Fortune, 79:67-72, January, 1969.

A survey shows the generation gap is a greater reality than has been admitted. Behind the vocal activists is an "invisible" minority with similar attitudes as the activists. Both groups are characterized as late career planners but are strongly future oriented.

222. Shaycoft, Marion F. "Factors affecting a factor affecting career," Vocational Guidance Quarterly, 22:96-104, December, 1973.

Factors are analyzed which affect decisions on going to college. Both aptitude and socioeconomic levels are found as potent factors. Complicated statistical tables support conclusions.

223

223. Stead, Bette Ann. "Educating women for administration," Business Horizons, 18:51-56, April, 1975.

To assist women in assuming managerial roles, business schools are developing special programs to overcome women's acquired sense of limitations. A program of six objectives is prepared with evaluations from course offering.

10

Objectives and Action Plans for Social Responsibilities

Sociability should be distinguished from one's social responsibilities. The former is a personality characteristic representing ways in which a person is compatible with others. Social responsibilities on the other hand consist of means and ways in which an individual can, ought, and must become involved in participating in and contributing to the various societies to which the person belongs.

There are obligations which a person performs or refrains from doing because of the laws which society adopts to protect its members. There are other duties which a person will assume to achieve the objectives of a group or to improve its particular environment. Still other services are undertaken by people as voluntary efforts which are either donated or for which financial compensation is not received. They are done simply for the satisfactions obtained in helping others.

The significance of fulfilling social responsibilities by both individuals and groups in today's complex society has become critically important. Neither corporations nor individual persons can disregard their accountabilities for managing the process of change for society's betterment. Corruption in government, soaring crime rates, environmental pollution and indifference by a majority of people to the directions in which societies are moving are consequences of either an absence of one's not determining or not carrying out their social responsibilities.

Many young adults are overwhelmed by a feeling that they are powerless to accomplish social changes. Technology and the growth of bureaucratic institutions have made many people feel weak and incompetent in coping with social changes needed if society with its democratic processes is to survive. Even the most optimistic of forecasters for the next quarter century recognize that man's quality of life will drastically deteriorate unless individual socially oriented objectives become a focal point for every person's "social" responsibilities.

224. Baker, Henry G., Sr. "Identity and social responsibility policies," Business Horizons, 16:23-28, April, 1973.
Management strategies and policies related to corporate responsibility and policies as they have been identified in six large firms. To be studied by those going into the work world.

225. Borlaug, Norman E. "Challenges remain," Vital Speeches of the Day, 39:554-558, July 1, 1973.
Morally important values must take the form of social responsibilities. Author emphasizes agriculturally related occupations for consideration by socially motivated college students.

226. Braginsky, D.D., and B.M. Braginsky. "Surplus people: their lost faith in self and system," Psychology Today, 9:69-72, August, 1975.

Unemployed minorities and those with high level skills frequently are regarded as surplus in a society of employed average people. The jobless feel unwanted and lose faith in themselves. They are reluctant to assume social responsibilities.

227. Brill, Naomi I. Working with people: the helping process. Philadelphia, Pa.: J.B. Lippincott Company, 1973. 202 pp.

Author provides an eclectic approach to bridging the gap between theoretical knowledge and practical application. Text is scholarly but readable. Book primarily is designed for people who work with others.

228. Chase, Elwyn F., Jr. "Social engineering and human dignity," The Social Studies, 63:275-278, November, 1972.

Social tasks involve more than human manipulation. Author feels that too many social scientists are disregarding human factors and would develop a totalitarian society which will not solve problems faced in our complex world.

229. Coleman, James S. "Conflicting theories of social change," American Behavioral Scientist, 14:633-650, May-June, 1971.

Essay is largely concerned with causes for many of the radical changes which have recently developed in society. Emphasis is given to broad legal and economic causes and, secondly, to passivity which has surfaced among individuals towards coping with change.

230. Combs, Arthur W., Donald L. Avila, and William W. Purkey. Helping relationships: basic concepts for the helping profession. Boston, Mass.: Allyn and Bacon, Inc., 1974. 360 pp.

A scholarly approach to providing personal development of those who are entering the "helping" or service type of occupations. The theme of the book is the discussion of forms of humen behavior which have special value for understanding the helping or service forms of work.

231. Corson, John J. "The great what-is-it; the 'social adult'," Nation's Business, 60:54-56, July, 1972.

Coming under increasing fire, more and more corporations are under pressure to solve society's problems; and provide an accounting of what their executives are expected to do; and, what standards are to be set for meeting their social responsibilities.

232. DeMott, Benjamin. "'Adult-Ed' -- the ultimate goal," Saturday Review, 2:27-29, September 20, 1975.

"A genuine 'learning society' will require a philosophy of continuing education adequate to its potential as a social force." Author hopes for a richer human future but is fearful because of the slow rate of change occurring in society.

233. Drumm, Robert H. "Making room for 'peaceful revolutions'," Personnel, 49:49-55, May-June, 1972.
Recommended reading for most young adults. Although many of the results in the study were obtained from college students, attitudes represented are to be found in many young adults with liberal educational backgrounds.

234. Flacks, Richard. "The liberated generation: an exploration of the roots of student protest," Journal of Social Issues, 23:52-75, July, 1967.
A study of student attitudes in the 1960's expressing generational discontent. Efforts were made to predict results in political change or that the student unrest would simply disintegrate with out affecting any social change.

235. Harris, Britton. "A technology of social progress," American Behavioral Scientist, 11:7-10, July-August, 1968.
Author contends that present-day society is inadequately prepared to control and direct its science-based technology to avoid the dangers which threaten the survival of the race itself. Leadership is lacking and personal freedom is fast being lost.

236. "Helping people — an American custom on the rise," U.S. News and World Report, 77:29-32, September 2, 1974.
Voluntarism represents a $50-billion dollar-a-year resource for undertaking social activities for helping others. Dissention and spread of support among government agencies have done little to help a powerful movement at grassroots levels who find a social responsibility in supporting their communities.

237. Henry, Carl F.H. "Has patriotism had its day?" Christianity Today, 8:26-27, June 7, 1974.
American patriotism is on the decline. Yet it is necessary for our national survival. Short article professes the need for a rebirth of the ideals which is part of "the American Creed." It requires values for personal committments.

238. Kanfer, Stefan. "Oh, say can you still see?" Time, 101:24, January 29, 1973.
Many cynical young adults agree with Samuel Johnson, "Patriotism is the last refuge of a scoundrel." Many symbols of patriotism are reviled by minorities who have become disillusioned with the democratic processes which they feel have been corrupted.

239. Konopka, Gisela. "Social change and human values," Journal of Home Economics, 66:12-14, September, 1974.
Statement "Adults are simply afraid of the young," pinpoints the fear of changing existing attitudes, values, and goals. Proposes thesis that their evolution is necessary for social progress and survival. Suggest social goals for the 1970's.

240. Kruse, Thomas M. "Our changing society: the challenge for business," Supervisory Management, 17:22-25, June, 1972.
Educators can't cope with challenges facing society through the learning process. A businessman offers his recommendations on how industry should pick up some of the responsibilities not being met by government and in our schools.

241. Lawrence, David. "What can I do?" U.S. News and World Report, 76: 94, February 25, 1974.
Editorial on a confused U.S. citizenry which asks, "What can I do?" in the face of a government which is not meeting its expectations. Lawrence feels that by being informed and taking an active role in politics the individual can make many effective changes.

242. Lerner, Max, et.al. "Watergating on main street," Saturday Review, 3:10-27, November 1, 1975.
Shocked by corruption of Watergate scandals, Americans are looking more closely at their own and the country's ethical standards. Disillusionment in all the professions and institutions has led to a disrespect for authority. People do not know where they can turn to place their trust.

243. Leslie, Larry L., and James L. Morrison. "Social change and professional education in American society," Intellect, 102:356-360, March, 1974.
Author strongly urges changing our educational system to effectively cope with changes occurring in our culture, environment and society. Contends that professional schools are neither meeting the needs of people or the professionals themselves.

244. Levitt, Morton and Rubenstein, eds. Youth and social change. Detroit, Mich.: Wayne State University Press, 1972. 184 pp.
A book of essays largely of interest to sociologists. Contributors are academicians who appear more interested in their style of writing than being tuned in on the realities of change in society.

245. Madden, Carl M. "Our changing economics," Current, 165:25-34, September, 1974.
Economics is only one aspect of many changes which the author feels requires a high priority of responsibilities by both individuals and agencies to resolve. After reviewing many of the problems facing man, he has little to offer as solutions except to assign them to the new generation for answers.

246. Platt, John. "Predicting the future: changing family patterns," Current, 143:23-24, September, 1972.
Author looks into the social future of individuals and their life styles. Professes that planning and assuming of social responsibilities by all people is the only key to coping with the future. Optimistic outlook.

247. Ray, Paul H. "Human ecology, technology, and the need for social planning," American Behavioral Scientist, 11:16-19, July-August, 1968.

Author extrapolates the future of technology and its possibility for resolving problems created by man in the destruction of his environment. Scholarly approach does little to comfort the reader. Author is ineffective in proposing action plans to solve problems which are becoming unresolvable.

248. Rukeyser, William S. "How youth is reforming the business world," Fortune, 79:76-79, January, 1969.

The criteria of college graduates seeking jobs in business have changed to demands for intellectually challenging positions which will be creative as well as useful. Young adults have a major contribution to make in social change.

249. Tapper, Ted. Young people and society. London: Faber and Faber, Ldt., 1971. 176 pp.

An exploration of how people differ in their attitudes towards society in general and their social groups in particular. Socialization of the individual is stressed from the family group to the job market.

11

Objective and Action Plans for Entry into the Job Market

The employability of a person will depend upon assets which will generate earnings for whomever he or she will work. These assets or qualifications will be brought to the job from education or practical experience. These personal strengths will be results from strategic action plans which you have carried out to develop your qualifications for becoming a desirable employee in the manpower resources of an employer. A person is hired simply because he can increase the earnings or improve the productivity of a company or organization. Objectively evaluated, people represent the assets of a company comparable to its financial resources, plants, equipment, or other physical facilities. Manpower skills may be audited by companies in the same way they do their physical assets.

Successful entry into the job market and becoming employable consists of setting objectives for becoming hirable based upon the acquisition of the right kind of qualifications. Strategic action plans for obtaining a job should result in a person being able to select his employer rather than merely being selected by an employer after mailing out letters, resumes, applications, and a large number of interviews.

A desirable objective is to select an employer for whom you would like to work and effectively develop supporting action plans to sell or market yourself to that employer. The planning span for achieving such an objective will generally require six to twelve months. Too many students wait until after graduation before beginning their search for work. They enter the job market with a limited knowledge of companies for whom they would like to work or the openings and qualifications for positions available in these companies.

250. Abel, Richard J. "The evolving college 'placement' office," Personnel Journal, 53:689-691, September, 1974.
A change from the traditional role to that of "Career Development Services" is suggested. The concept is outlined and strategies recommended for upgrading placement office services.

251. Ankerson, Robert. "Marketing a 'new product'," MBA, 9:27-29, October, 1975.
Sound advice on how to go about marketing yourself to find the job you want. Twenty questions for self-analysis are proposed which will assist you in finding a position appropriate to your particular career development plans.

252. Barker, Raymond F. "College students choose a job: inputs vs. outputs," Personnel Journal, 49:241-245, March, 1970.
Differences surveyed between college freshmen and seniors as to their post-college career ideas and attitudes towards a first job.

253. Bassford, Gerald L. "Job testing -- alternative to employment quotas," Business Horizons, 17:37-47, February, 1974.

Job testing is favorable regarded as an alternative to employment quotas and a means of assessing future potential performances sought from job applicants by employers.

254. Bernstein, Elliott. "A job hunter's handbook," Money, 4:43-48, June, 1975.

A short article which may prove invaluable in preparing yourself for seeking a job. Basically it proposes a number of practical action plans which should be fitted into your objective-setting decisions.

255. Brenton, Myron. "21,741 choices for a career," New York Times Magazine, 72, October 25, 1970.

Recent research shows that there is little parental influence on children's vocational choices. This article, however, offers positive suggestions on ways of creating vocational awareness at an early age.

256. Comer, Nancy A. "Does your college owe you a job?" Mademoiselle, 76:116-117, January, 1973.

Does the college from which you graduate own you a job? Some college placement office problems are presented and ways to improve their services are suggested.

257. Cummings, L.L., Donald P. Schwab, and Marc Rosen. "Performance and knowledge of results as determinants of goal setting," Journal of Applied Psychology, 55:526-530, December, 1971.

Previous performances completed successfully are found as having a significant influence on goal setting. Management by objectives should include measuring results of performance to assure goal achievement.

258. Donnelly, Caroline. "How hard should you work," Readers Digest, 107:145-148, August, 1975.

Working intelligently rather than hard is suggested. Article includes ways of conserving time and yet maintaining one's work ethics and productivity.

259. Hakel, Milton D., and Allen J. Schuh. "Job applicant attributes judged important across seven diverse occupations," Personnel Psychology, 24:45-52, Spring, 1971.

A study on the favorability and frequency of highly important job applicant characteristics. Article will be of special value to recruiters and personnel managers. Provides pattern for interview guide and rating scales for pre-employment decisions.

260. Hopfe, Manfred W. "Do you really want that new job?" Personnel Journal, 51:270-273, April, 1972.

Presents three self-diagnostic factors of leadership style, group situations, and leadership effectiveness. Identification of job roles help an individual in making new job or promotion decisions.

261. Housley, Warren F. "Vocational decision making: a function of reflecting attitudes," Vocational Guidance Quarterly, 21:288-293, June, 1973.

Analyzes accepting-rejecting approach in making vocational choices and the degree of certainty obtained from this behavior by students seeking to match their self-concepts with occupations. Scholarly but of questionable significance.

262. "Jobs for this year's college graduates," Changing Times, 29:25-32, February, 1975.

Annual survey: "Names of 135 employers who have openings, plus details on type of applicants they're seeking and how to apply."

263. Levitan, Sar A., and William B. Johnston. Work is here to stay. Salt Lake City, Utah: Olympus Publishing Company, 1973. 184 pp.

A very readable description of the nature of work, characteristics of the new work force, the role of unions in work reform, job redesign experiments, and the limitations of job reform. Recommended reading.

264. Magee, Richard H. "How to sell a career opportunity," Personnel Journal, 53:583-588, August, 1974.

Reviews aspects of employment interviewing, sales technique of persuasive psychology, and a strategy for selling jobs to applicant. Of benefits both to personnel managers and those entering the job market.

265. Minter, Robert L. "What not to do in an interview," Supervisory Management, 18:2-12, December, 1973

How to conduct an interview from a recruiter or personnel manager's role. Provides a list of do's and don'ts for both the interviewer as well as job applicant.

266. Murphy, James F. "The future of time, work, and leisure," Parks and Recreation, November, 1973.

The effective use of leisure time should be planned since "work and leisure...have become opposing and even antagonistic conceptions in a highly industrialized culture."

267. Paul, Ronald N. "How to develop a company profile," Business Management, 38:25, June, 1970

Applies to non-profit organizations as well as business. Individuals anticipating joining a company will find various factors descriptive of corporate behavior in essential performance areas a basis for its future growth both as a company and in career opportunities.

268. Renee, Sister M. Anne. "What business wants from beginners," *Administrative Management*, 35:55-57, May, 1974.
Informative article for graduating students outlining employment outlook for beginning office employees in terms of the job market, strength, and weaknesses of new employees, and employer expectations.

269. Terkel, Studs. *Working*. New York: Avon Books, 1972. 762 pp.
A narrative styled description of various occupational fields. Keyed to earthy vocabulary and reading preferences of many youths. Text may be criticized as superficial in describing various jobs. May be supplemented by readings from *Occupational Outlook Handbook*. Jobs described range from executive to newsboy, and from football coach to washroom attendant.

270. Ullman, Joseph C., and Geeteridge, Thomas J. "The job search," *Journal of College Placement*, 33:67-72, February-March, 1973.
Results of study on relationships among job search, job choice, and career patterns should help students in making more careful investigations before accepting a job.

271. Varga, Lou. "Occupational floundering," *Personnel & Guidance Journal*, 52:225-231, December, 1973.
The phenomenon of occupational floundering, when a person enters the labor market without a career goal, is regarded as not necessarily a negative situation but as a possible growth experience.

272. Weagraff, Patrick J. "The cluster concept: development of curricular materials for the public service occupational cluster," *Journal of Research & Development in Education*, 7:45-54, Spring, 1974.
An overview of the "cluster concept" and its implications in organizing educational courses of study for entry into public service occupations. Will be of particular interest to those seeking employment in civil service.

273. Zoffer, H.J. "The impact of changing values and lifestyles on the selection of managers," *Personnel*, 52:25-33, January-February, 1975.
Author believes that organizations will have to accommodate their recruiting policies and practices to emerging lifestyles of young managers. Does not seem to realize that in hard times people will take any form of work.

12

Objectives and Action Plans to Achieve a Self-Management Capability

This capability should be the capstone purpose to all learning, education, acquisition of skills, development of aptitudes, and pursuit of one's interests. Unless a person succeeds in self-managing forces within himself and coping with influences in his environment which he can control, it is not possible for him to take purposeful directions in a rational manner.

Self-management essentially consists of optimally using one's resources in a planned, organized, and controlled way which results in satisfactions and happiness. People with a capability for self-management are happy and satisfied individuals. They are successful in that they achieve desired qualities of life. They are realistic in that they set and achieve desirable objectives. They schedule their time and distribute the use of their personal resources in a purposeful coordinated manner. They will carry out, through their life a dynamic and interesting pursuit of goals. They will be able to anticipate results from efforts. This art of self-management is an acquired, rational art. It presupposes that a person can determine and achieve various objectives in his life.

Successful self-management is judged by one's performances. It may be described as the capability of making things happen. Unfortunately self-management for some people is a passive attitude of simply reacting to changes occurring about them.

We often hear that running one's life is not too different from running a business. In a business, its managers are concerned with results. They plan, organize, and implement specific action plans to achieve the company's objectives. They set controls over the use of the business' resources. Life which is far more important than any business is not managed with the same practices that are put into a business.

274. Bell, Alan P. "Role models in young adulthood: their relationship to occupational behaviors," Vocational Guidance Quarterly, 18: 281-284, June, 1970.
Relationship between development of role models in young adulthood and vocational performance during the same period show importance of individuals having models on which they can design effective hahavior.

275. Carroll, Stephen J., Jr., and Henry L. Tosi. "Goal characteristics and personality factors in a management-by-objectives program," Administrative Science Quarterly, 15:295-305, September, 1970.
A practical and very worthwhile study of the effects which clear and important goals have on job success and satisfaction. Recommended reading.

276. Chamber, Peter. "Do-it-yourself management development," International Management, 29:46-50, October, 1974.
Describes a recent trend in self-management development. "Autonomy training" or self-directed learning in which one may learn new skills to cope with rapid changes.

277. Crockett, William J. "What's so odd about O.D.," Administrative Management, 31:49-50, November, 1970.
Failure may be traced to an inability to play roles rather than inadequate skills. An OD, Organizational Development, program outlines ten steps to improve one's skills in working with superiors and subordinates.

278. Dalaba, O.G. "The dual responsibility of managing human resources," Business Horizons, 15:37-48, December, 1972.
An in-depth look at the manager's role in meeting organizational requirements as well as meeting individual career development needs.

279. Diamond, Edwin. "Clues to being more successful," Readers Digest, 106:88-91, May, 1975.
Every person can significantly enhance his potentials for achievement through motivation for self-management. Four basic rules are briefly described.

280. Dillon, Donald. "Toward matching personal and job characteristics," Occupational Outlook Quarterly, 15:11-21, Winter, 1971.
Article recommended for students to study and all counselors to apply. Although not new, it proposes 25 characteristics and requirements of jobs for review prior to making decisions to enter a specific field in which self-management capabilities may be exercised.

281. Donnelly, Caroline. "How hard should you work?" Money, 4:89-96, April, 1975.
"Getting to the top still demands long hours." Author contends in article that you can balance what's most important to you and what's most important to the boss in managing yourself intelligently rather than working hard.

282. Drucker, Peter F. "New leaders: new organizations," Administrative Management, 31:39, January, 1970.
Briefly explores the needs for managers' development and questions current educational curricula requirements for meeting these needs.

283. English, Horace B. "Education of the emotions," Journal of Humanistic Psychology, 1:101-109, Spring, 1961.
An essay proposing the need to reemphasize the training of emotions in our highly technical behavioristic society. Author rejects emotions solely as a psychological cause of one's behavior.

284. Fergason, Guy. "Personality conflicts can be overcome," *Best Insurance News*, 67:76-78, April, 1967.

Short review of several causes which result in problems in an organization or differences between individuals.

285. Fiedler, Fred. "The touble with leadership training is that it doesn't train leaders," *Psychology Today*, 6:23-26, February, 1973.

A study on the changing role and theory of factors found in good leaders. Article discusses the extent to which effective leadership can be made a subject for training.

286. Gemmill, Gary R. "Teach them to be self-reliant," *Supervisory Management*, 15:39-42, May, 1970.

Condensed from *Business and Economic Dimensions*. Individual growth and the ability to become a self-starter can be developed by allowing people to become self-reliant and assume responsibilites.

287. Gnagey, Theodore P. "Educational change and human values: some observations and the questions they raise," *Adult Leadership*, 22: 86-88, 121-124, September, 1973.

The nature of change from education is studied. Two fundamental values (self-determination and socialization) as effects of the educational process are reviewed as characteristics of human behavior.

288. Halal, William E. "Toward a general theory of leadership," *Human Relations*, 27:401-416, 1974.

A theoretical study on writings in the field of leadership are reduced and synthesized into five models of leadership determinants. Extensive references.

289. Harrell, Thomas W. "The personality of high earning MBA's in small business," *Personnel Psychology*, 23:369-375, 1970.

What personal qualifications does an MBA need for becoming successful in a small business? This problem is researched and various personality characteristics are described from a large number of business school graduates tested and surveyed.

290. Harrell, Thomas W., and Margaret S. Harrell. "The personality of MBA's who reach general management early," *Personnel Psychology*, 26:127-134, Spring, 1973.

A description of personality characteristics common to business managers who reach general rather than specialized management positions early in their careers.

291. McNulty, James F. "Secrets of the successful general manager," *Nation's Business*, 59:42-48, May, 1971.

Case study on the rise of a young businessman to an executive position. Suggestions are made for middle managers development by their superiors. Nine basic self-management recommendations are given to any aspirant for promotion.

292. Mchoney, Michael J. "Research issues in self-management," Behavior Therapy, 3:45-63, 1972.
Technical article approaches self-management from behavioristic framework. Requires knowledge of behavioral modification terms.

293. Palmer, Ronald A. "Educated man: a guide to his identity," College and University Journal, 13:9-11, January, 1974.
Seven general characteristics which are expected of educated people. Self-management through goal setting in an uncertain future is emphasized.

294. Reif, Willaim E., and John W. Newstrom. "Career development by objectives," Business Horizons, 17:5-10, October, 1974.
Emphasis is placed on individual responsibilities for goal setting. A contingency Planning Model for Career Development stresses the concept of management by objectives (MBO).

295. Shaw, Franklin J. "The problem of acting and the problem of becoming," Journal of Humanistic Psychology, 1:64-69, Spring, 1961.
The inter-relationship between goal-oriented behavior and "becoming" is reviewed within psychoanalytic framework that may have little meaning for the average reader. Publish or perish article.

296. Swope, George S. "What's your leadership style," Supervisory Management, 15:12-17, June, 1970.
Based on author's book, Interpreting Executive Behavior. Five models of leadership styles are described to demonstrate their influences on management attitudes with possible results from each style of management.

297. Weaver, Esther. "Adapting to change," Delta Kappa Gamma Bulletin, 56-59, Spring, 1973.
In quoting several authors on change and one's need for self-management, the essay presents three questions for testing how one's views and objectives are altered over the years.

298. Weick, Karl E. "The management stress," MBA, 9:37-40, October, 1975.
Stress is the scourage of most dissatisfied workers. One of its worse effects is the assumption that it involves a situation which will go on forever. Action is recommended to break the bonds resulting in stressful situations.

299. Zumwalt, E.R., Jr. "Personal accountability," Vital Speeches of the Day, 37:605-608, July 15, 1971.
Condensation of address to graduating class of U.S. Naval Academy. Message stresses importance of coping with the changing needs of tomorrow with discipline and social involvement.

Objective and Action Plans for Positive Attitudes and Motivations

One of the objective setting most critical areas in many people's lives is the getting off dead-center and moving purposefully in directions which will result in desired accomplishments. Positive and strong attitudes should be acquired by every individual for doing those things which stem from his aptitudes and interests. Once a person begins to excel in some field of knowledge, mental ability or a manual skill, he begins to adopt a preferential or positive attitude to this field of interest. Attitudes should be encouraged as forces for developing one's aptitudes into skills.

Motivations are sometimes difficult to understand. They are compelling forces to take action to fulfill one's needs or wants. They rise from within the individual and not from the outside. Motivations take the form of drives to take purposeful actions for accomplishment of goals. Individuals with strong motivations outperform others in learning, innovative thinking, and completing their job tasks. Employers seek these positive or "can do" attitudes in applicants since they are indicators of probable success on the job. Leadership, and advancement in an occupation, also stems from strong motivations success and accomplishments.

A motivated person will generally know himself. He will be aware of his needs and aspirations. Properly utilized motivations become major qualities of people who stand out from and above all others. Positive attitudes and motivations represent a feeling of being able to win. Men and women, sometimes with comparatively limited skills and resources, have accounted for some of the world's greatest achievement.

300. Alston, Jon P., George D. Lowe, and Alice Wrigley. "Socioeconomic correlates for four dimensions of self-perceived satisfaction," Human Organization, 33:99-102, Spring, 1974.
Brief research report on attitudes related to work, income, health, and happiness results indicate that happiness/satisfactions are closely associated with income and education of job holders.

301. Bassett, Glenn A. "The three L's -- still personnel basics, still neglected," Personnel, 49:49-55, September-October, 1972.
Failure in the areas of "listening, lauding, and learning" are cited as reasons for poor employee attitudes. Several techniques are suggested to overcome these weaknesses and improve both attitudes and performances.

302. Bell, Daniel. "The clock watchers: Americans at work," Time, 106: 55-57, September 8, 1975.
Recommended reading on attitudes towards improving one's use of time. Provides background on the importance of becoming motivated to optimally use time both on the job and in leisure time activities.

303. Bryn, Katherine. "Disasters bring out the best in people," Science Digest, 74:29-34, August, 1973.
An essay by two sociologists on the "myth of disaster behavior" experienced by people. Imagination and fantasy often distort realities of disasters which can be handled. Misfortunes frequently lead to positive attitudes.

304. Budd, J. Mark. "Employee motivation through job enrichment," Journal of Systems Management, 25:34-38, August, 1974.
Article reviews the historical concept of job enrichment and studies of employee motivation which have resulted in improved work appreciation and performance.

305. Clark, Herbert H. "The power of positive speaking," Psychology Today, 8:102-111, September, 1974.
Study in communication reports indicate affirmatives are better and more quickly understood than negatives. The types of negatives are discussed with examples of "good" negatives.

306. Dubos, René. "Optimism -- the creative attitude," Readers Digest, 104:61-63, April, 1974.
Contends that the current phrases "future shock," "cultural lag," etc., indicates an ignorance of history since man has already experienced more through slower changes than can be expected in the next hundred years. Condensed from The American Scholar, Winter, 1973-1974.

307. Exton, William. "If a don't care attitude isn't the problem -- what is?" Administrative Management, 34:67-69, June, 1973.
The problem of "the impact of systems on people" and resulting human error are scrutinized for solutions through EFAR, (Error Factor Analysis and Reduction). Two additional approaches are suggested.

308. Ford, Robert N. "The obstinate employer," Psychology Today, 3:32-35, November, 1969.
In exploring the high rate of employee turnover, author suggests that its solution lies in better utilization of employees which make work more meaningful and results in improved attitudes.

309. Frost, Keith R. "Motivation & career path planning," Data Management, 12:18-22, September, 1974.
Job satisfactions, strengths-building, motivational factors, and career path planning are covered by a series of questions and brief statements. Readable, recommended and thought-provoking.

310. Gould, Roger. "Adult life stages — growth toward self-tolerance," Psychology Today, 8:74-78, February, 1975.
A refutation of the myth that one's personality is fully formed during adolescence. Personality changes through adulthood assures prospects for change and development.

311. Hanline, Alan. "Motivating: so easy for some," Public Relations Journal, 31:10-13, October, 1975.
Author rediscovers Maslow. For young readers not acquainted with Maslow's theory on levels of needs, the article will provide challenging reading. Bare of case examples. Argument is, "you don't motivate anybody."

312. Jones, B.D. "ABC of motivation," Administrative Management, 31:49-51, May, 1970.
The traditional "mechanistic" organizational pattern is contrasted with a recent sutdy based on Maslow's theory which indicates employee productivity is directly related to motivations needed to satisfy their wants.

313. Kastenbaum, Robert. "Age: getting there ahead of time," Psychology Today, 5:52-54, December, 1971.
A review of some of the attitudes thought to be the result of the aging process and a discussion on how to avoid some of the pitfalls in growing old before your time.

314. Lawler, Edward E., III. "Job design and employee motivation," Personnel Psychology, 22:426-434, 1969.
Structuring job situations so that intrinsic rewards appear to result from good performance was found to be an effective motivator for higher performances.

315. Luthans, Fred, and Robert Ottomann. "Motivation vs. learning approaches to organizational behavior," Business Horizons, 16:55-62, December, 1973.
Traditional theories of motivation are reviewed and criticized in favor of an Organizational Behavior Model. Proposed model is considered as simpler and more direct for achieving changes in people.

316. Phillips, Walter M., John T. Watkins, and Gary Noll. "Self-actualization, self-transcendence and personal philosophy," Journal of Humanistic Psychology, 14:53-73, Summer, 1974.
Article focuses around cultural relativity and the problem of defining positive values. Theories of Maslow and Frankl pervades scholarly effort to study qualities of life and views life purpose as self-actualization.

317. Smith, James V. "Is everybody happy?" Personnel Journal, 53:26-29, January, 1974.
Explores the "happy employee is a better performer" theory and incorporates suggestions that may help in handling the "problem people."

318. Staehle, Jack C. "How to motivate others," Administrative Management, 35:57-58, May, 1974.
Characteristics of good motivators and suggestions for improving skills of motivation are presented in a brief, but concise article. Conclusion: "Good motivators are people oriented."

319. Thomas, Hobart F. "Self-actualization through the group experience," Journal of Humanistic Psychology, 10:39-44, Spring, 1974.

A strong need exists for modern man to find meaning for his existence. This can be realized through encounter groups and in positive relations to other people.

320. Tresemer, David. "Fear of success: popular, but unproven," Psychology Today, 7:82-84, March, 1974.

Reviews Matina Horner's research in which she argues women have a "motive to avoid success in intellectual competence or leadership potential." Current researchers are finding that this study is only one explanation for fear of success.

321. White J. Kenneth, and Robert A. Ruh. "Effects of personal values on the relationship between participation and job attitudes," Administrative Science Quarterly, 18:506-514, December, 1973.

An analysis of the correlations between participation in decision-making and job attitudes. It emphasizes the effects individual values may have on job involvement and personal motivation.

322. Williams, Edgar G. "Changing systems and behavior," Business Horizons, 12:53-58, August, 1969.

Handling forms of human resistance to change within an organization requires managers to recognize human needs in accomplishing smooth and orderly improvements in behavior. "People can make any change work, if they want it to work."

323. Zander, Alvin F. "Productivity and group success: team spirit vs. the individual achiever," Psychology Today, 8:64-68, November, 1974.

A description of how individuals can work together and determinants for the productivity and success of any group. "A unified group that can set its own goals develops its own aspirations and will rise to meet them."

14

Objectives and Action Plans for Developing Creative Capabilities

A great deal of emphasis in competitive activities is placed upon one's ability to do things better, differently or in a more efficient way. Many describe this as innovation. It represents improvements over ways a thing has been done or produced in the past.

It is sometimes difficult to distinguish creativity from innovation. The former is regarded as bringing something new or novel into existence which did not exist before. Innovation, on the other hand, is an evolutionary and positive process for bringing about higher levels of performance or more desirable results. In personal planning both innovation and creativity begin with attitudinal qualities of self-management. They are aimed at utilizing one's resources in a unique or different way than any one else for coping with situations, problems and issues that are particular to the individual.

The innovative capability has its origin within one's imagination. When properly controlled and used in problem solving processes, one's imagination and its creative force can become a real personal strength. If uncontrolled and occupied with mere wishful self-glorification, it can easily degenerate into fantasies. A directed imagination plus rationality may be equated with creative ability. Innovation is required for meeting competition whether it be initially in a classroom or later on in the world of work. Changes which are made in one's personal behavior are also accomplished through process of innovation.

324. Alamshah, William H. "Creative living," Journal of Creative Behavior, 4:123-130, Spring, 1970.
Describes means for "effecting improved realtionships or conditions in the life of man." Requirements for conditions for creativity — motivation, selectivity, receptivity, and competence are defined.

325. Ashton, Patricia. "Personality characteristics associated with originality and elaboration," Psychological Reports, 34:647-650, April, 1974.
Article lists various personality characteristics which are significant in composite studies of creative personalities. Theoretical study analyzes relationships of traits conducive to specific kinds of creativity.

326. Bernstein, Jeremy. "The use of wonder," Harper's Magazine, 246:8-9, May, 1973.
Popular short article on Newton's and Einstein's questioning which led to their discoveries in science.

327. "Creativity and cortical arousal," Science News, 108:53, July 26, 1975.
Parapsychological research is breaking new ground in investigating how cortical arousal is directly related to creativity. Nature of creativity is not defined but conditions contributing to it are being discovered.

328. Davis, Gary A., James M. Peterson, and Frank H. Farley. "Attitudes motivation, sensation seeking, and belief in ESP as predictors of real creative behavior," Journal of Creative Behavior, 8:31-39, 1974.
Article will prove interesting to those wishing to depart from the restraints of classical psychological theories. More research is needed in fields discussed. References may lead to further reading.

329. Dutton, R.E. "Creative use of creative people," Personnel Journal, 51:818-822, November, 1972.
Recommended reading for more effectively working with people and recognizing their individual differences, one of which is creativity, so that they may fit into an organization for the greater benefit of all concerned.

330. Guilford, J.P. "Creativity: Yesterday, today, and tomorrow," Journal of Creative Behavior, 1:3-14, Winter, 1967.
A historical approach to creativity with emphasis on possible ways to develop evaluative criteria for evaluating innovation and improving productivity.

331. Hallman, Ralph J. "Aesthetic pleasure and the creative process," Journal of Humanistic Psychology, 6:141-147, Spring, 1966.
A study on unanswered problems of aesthetic pleasure. The claim is made that research on creativity will provide new insights on aesthetic experiences which are essential to human behavior.

332. Kogan, Nathan. "Creativity and sex difference," Journal of Creative Behavior, 8:1-14, 1974.
Sex equality movement has led to the question as to any differences in creativity which may exist because of sex. Article is unable to specify answers but provides background on issues. References.

333. MacLeod, Gordon A. "Does creativity lead to happiness and more enjoyment of life?" Journal of Creative Behavior, 7:227-230, 1973.
Suggestions are given for becoming more creative. Thesis of article is that imagination can help people become more effective in reaching solutions of day-to-day problems.

334. Martindale, Colin. "What makes creative people different," Psychology Today, 9:44-50, July, 1975.
"Creativity is a matter of having the right brain waves." These involve alpha waves for relaxing. Increasing the frequency

of brain waves may cause one's ability for concentration to slip. Alpha brain waves improve the process of asimulating information differently and creatively.

335. Maugh, Thomas H., II "Creativity: can it be dissected? Can it be taught?" Science, 184:1273, June, 1974
A summary and introduction to a conference of 21 of the world's leading scientists on "the creative process in science and medicine." Emphasis is placed on conditions under which creativity and innovation may be fostered.

336. Overstreet, Bonaro. "The creative venture," PTA Magazine, 66:14-16, February, 1972.
Author stresses importance of a rich imagination and its stored up resources for creative activities. Provides introduction for reading Harold Rugg's book, Imagination: an inquiry into the sources and conditions that stimulate creativity.

337. Parnes, Sidney J. "Creativity: developing human potential," Journal of Creative Behavior, 5:19-36, 1971.
"Failing to use mental resources is wasteful to both society and the individual." Scholarly treatment of subject. Readers may not agree with author in his use of terms. Stimulation and thought provoking. Excellent bibliography.

338. Peary, R.V. "Creative helping," Journal of Creative Behavior, 8:166-176, 1974.
Many individuals are limited in their creativity by being too submissive to technical processes. Little is understood of the various creative processes. Article provides introduction to various activites which promote the creative set.

339. Phillips, Victor K. "Creativity: performance, profiles, and perceptions," Journal of Psychology, 83:25-30, January, 1973.
Study investigates relationships between creative performances, personality, profiles, and self-descriptions of young adults. The greater the self-perception, the higher will be the creative performances.

340. Samuels, Mike, and Nancy Samuels. Seeing with the mind's eye: the history, techniques and uses of visualization. New York: Random House, Inc., 1975. 331 pp.
"The human mind is...an instant retrieval system... The inner images we show ourselves from our lives...supply the creative force...but have never been studied comprehensively. Visualization is the ultimate consciousness tool." Recommended for those wishing to develop their visualizing and creative abilities.

341. Schachtel, Ernest G. "On creative experience," Journal of Humanistic Psychology, 9:26-39, Spring, 1971.
In-depth treatise on creativity — its causes, characteristics, place of free play, relationship to logic and reality, and the integration of the creative experiences.

342. Schwartz, Paula. "Whatever happened to the buttoned-down mind?" PTA Magazine, 68:24-25, May, 1974.
Author contends that "forgetting one's self in one's work is the best way to unbutton the mind and release its creative energy." Thesis of article is remark, "I love a fool's experiment. I am always making them."

343. Simonov, Pavel V. "Emotions and creativity," Psychology Today, 4:51-55, August, 1970.
Article argues that emotions play an important role in the creative process. Non-rational nature of emotions is dicsussed and an attempt made to define emotions themselves.

344. Stein, I. Morris. Stimulating creativity, vol. 1. New York: Academic Press, 1974. 348 pp.
Scholarly study on the extent to which creativity can be stimulated and the techniques for improving innovative capabilities. Recommended. Volume II is concerned with theoretical aspectives of the creative process. Comprehensive bibliography. Recommended for advanced reading.

345. Trachtman, Leon T. "Creative people, creative times," Journal of Creative Behavior, 9:35-49, First Quarter, 1975.
Pleasant and informative reading on the reasons why some centuries bring forth more creative thinkers than others. Author raises more questions than he provides answers.

346. Uraneck, William O. "Creativity into action: a creativity problem solving course," Journal of Creative Behavior, 8:69-74, 1974.
A description of a program in a business school designed to improve the creative skills used by executives in problem solving both as individuals and through working in a group. Recommended for teachers improving their teaching methodologies.

347. Walkup, Lewis E. "Detecting creativity: some practical approaches," Journal of Creative Behavior, 5:88-93, 1971.
Practical recommendations for determining people's potential capabilities for tackling research and business problems through an innovative attitude for making positive changes.

15

Controls Over One's Behavior is the Key to Desirable Performances

Control in one's personal life is largely thought of as the use of will power to regulate behavior. To many it simply means the power of saying "no" to whatever would cause a person to stray from the chosen path of a specific direction. Will power is held in some disrepute by certain psychologists. However, it has a force for adhering to day-to-day schedules and budgets of time and money. It provides a restraint needed for effective self-management.

All good personal planning involves the adoption of controls. No one will pursue a course of action without deviating at times from action plans leading to intended results. A primary purpose in adopting controls is to reduce weaknesses and errors in one's conduct and to rectify and prevent their recurrence. They should also provide a form of measuring one's progress towards the achievement of objectives. These measuring devices should be based upon realistic standards of performance which you are capable of meeting. Action plans are muscle-stretching and challenging. Standards of performance should accordingly determine one's potentials or the level of results to be achieved.

Controls should be built into one's specific objectives. Many controls do not work for people because very few keep a record of deviations from their action plans, programs, or projects which are carried out for the achievement of objectives. This information, if recorded, provides you with a feedback which tells you how you are progressing towards a certain result which you want to accomplish. Controlling is a sub-function of the planning process. It monitors your behavior to make results happen as desired.

348. Albano, Charles. "Transactional analysis on the job, part I: How we're programmed," Supervisory Management, 19:2-12, January, 1974.
Part II of this article appears in February issue. The author stresses the role of TA in analyzing human behavior in self-management application. For those not familiar with TA, these articles provide an excellent introduction.

349. Burger, Chester. "How to manage 'demon time'," Public Relations Journal, 31:16-18, June, 1975.
"Time is money" is thesis of article. Author offers four rules for maximizing benefits to be derived from heavy work loads and hectic schedules. Recommended reading as a control over one's use of time.

350. Carlson, Gary B. "A human systems approach to coping with future shock," Personnel Journal, 53:618-622, August, 1974.
Rapid changes about us often lead to confusion and conflict in values. These in turn are reflected in behavior and attitudes. Motivational techniques are described which are needed in organizational development.

351. "A five year plan for managing your money," Readers Digest, 104:128-131, February, 1974.
Discusses budgeting in terms of both short and long-range planning with charts supporting objective setting and strategies. Short, simple and to the point. Condensed from the Keplinger Magazine.

352. Heywood, James D. "Manage your time by managing your activities," Supervisory Management, 19:3-8, May, 1974.
Excellent description of controls and steps to be taken to increase results from action plans adopted to achieve objectives. Recommended not only for reading but also for use of time-management chart.

353. Kanfer, Frederick H., and Paul Karoly. "Self-control: a behavioristic excussion into the lion's den," Behavior Therapy, 3:398-416, July, 1972.
A discussion of divergent views of man as related to his concept of "self" and a review of the variables which control one's behavior. Recommended reading.

354. Kay, William. Moral education. Hamden, Conn.: Linnet Book, 1975. 379 pp.
One's moral code is an effective control for carrying out action plans and regulating one's personal behavior. Author reviews various causes for adopting a moral philosophy as contributed by the home, society, and the school.

355. Lagemann, John Kord. "Self fulfilling prophecy — a key to success," Readers Digest, 94:80-83, February, 1969.
The thesis "I am what I think you think I am" provides a self-fulfilling control which enables one to perform as he believes others expect him to perform. "Treat people as if they were what they ought to be and you help them to become what they are capable of being," Goethe.

356. Lakein, Alan. "The ABC's of saving time," Readers Digest, 106:67-69, April, 1975.
A control technique is described for budgeting time and setting priorities on its use which will increase accomplishments.

357. Luce, Gay, and Erik Peper. "Mind over body, mind over mind," New York Times Magazine, 34-35, September 12, 1971.
Article describes much discussed subject of biofeedback. Some scientists teach that the body's internal workings may be controlled by the mind resulting in relieving ulcers, hypertension, and mental stress.

358. Luthans, Fred, and William E. Reif. "Job enrichment: long on theory short on practice," Organizational Dynamics, 2:30-49, Spring, 1974.
Job enrichment is regarded as still being in experimental stages with few companies actually practicing it. Reason is the lag between theory and practice. Job enrichment may be both motivational as well as a control.

359. Main, Jeremy. "Bring your budget back to earth,""Readers Digest, 105:147-150, August, 1974.
Traditional advice on personal finances in face of difficult and current inflation. Budgeting is discusses in terms of today's monetary situation. Condensed from Money, May, 1974.

360. Margiloff, Irwin B. "Making every minute count," Administrative Management, 33:60, January, 1972.
Short article of five rules for establishing routines for complex jobs through setting intermediate goals so that work may be measured and one's work paced.

361. Mehrabian, Albert. "Significance of posture and position in the communication of attitudes and status relationshsip," Psychological Bulletin, 71:359-372, May, 1969.
A scholarly discussion of body language and non-verbal communication postures which effect status relationships between communicators and addressers. Heavily referenced.

362. O'Donovan, Denis, and T. Gale Thompson. "Control, freedom, and science," Journal of Humanistic Psychology, 2:70-81, Fall, 1962.
Documented study on the restricted psychological control over human behavior as opposed to freedom of choice theory represented by the two leading theorists, B.F. Skinner and Carl Roger.

363. Oncken, William, Jr., and Donald L. Wass. "Management time: who's got the monkey?" Harvard Business Review, 52:75-80, November-December, 1974.
Although an article for managers, the article provides recommendations for the effective use of discretionary and self-imposed time. "Get control over the timing and content of what you do."

364. Prewitt, Kenneth. "From the many are chosen the few," American Behavioral Scientist, 13:169-187, November-December, 1969.
Article reviews controls established in the political system from the highest to the lowest status citizens. Author questions the processes by which leaders in government establish controls over a country.

365. Rotter, Julian B. "External control and internal control," Psychology Today, 5:37-42, June, 1971.
Author argues that many young adults, believing that they cannot change the world, feel powerless and become alienated. Their feelings of hostility and resentment are causes of many critical social problems.

366. Schein, Edgar H. "How 'career anchors' hold executives to their career paths," Personnel, 52:11-24, May-June, 1975.
Motivation/attitudinal value syndromes are regarded as control factors which would be recognized and used in decision-making after entering a career field. They provide stability for advancement and are considered as valuable employee qualities.

367. Selye, Hans. Stress without distress. Philadelphia, Pa.: J.B. Lippincott, 1975. 171 pp.
Author professes altruistic egotism aimed at deliberately helping others in order to gain their goodwill and trust for your own good. Recommends practical ways to increase productivity and overcome feelings of inferiority.

368. Shirley, Robert C. "Values in decision making: their origin and effects," Managerial Planning, 23:1-5, January-February, 1975.
Author provides description of Spranger's six major kinds of value orientations which affect not only business operations but may have impacts on the conduct of one's personal life. Emphasizes need of resolving conflicting values.

369. Smith, Manuel J. When I say no, I feel guilty. New York: Dial Press, 1975. 302 pp.
The book, supported by case studies in dialogue, aims at improving assertiveness in people through communications, self-control, and effective people relationships. Recommended reading.

370. Szasz, Thomas. "Our despotic laws destroy the right to self-control," Psychology Today, 8:19-24, December, 1974.
Presents a frequently heard argument that individuals should be free to control their own behavior so long as they do not harm anyone else. Reader may not agree with author but his case is well presented on a broad range of subjects.

371. Thomas, Lawrence G. "A model for making and testing value judgements," National Society for the Study of Education Yearbook 1971, part I, 239-257.
Essay on the problems of value determination and evaluation which is one of a series of articles on the social sciences. Academic in approach, it does not offer any novel approach in the way of a model which it promises.

372. Wilson, Robert Anton. "Where there's a will, there's a way to reinforce it," Today's Health, 51:10-11, March, 1973.
A description of several self-control techniques which have been found effective in changing one's behavior. Particularly emphasized are habits which the person wishes to change positively and permanently.

16

Moving Into and Up on the Job

Well planned and executed job search strategies will result in employment. The new job holder, with a post-secondary education and probably some specialized training, may anticipate some difficulties of adjusting to job tasks and responsibilities. Work may appear unrelated to the education he has received. Transition from college to the job may be only characterized by a satisfaction that one has been able to obtain work. Job performance satisfactions may not begin to surface until six to twelve months after the new jobholder begins to assume the colorations and behavioral patterns of the company employing him.

During the first months or even a year of employment, the new jobholder is effectively on probation. He goes through a trial period when he is being evaluated as to being able to meet the performance standards of the employer to his behavior fitting into the personality characteristics of the company. In well organized companies, the new employee will be supervised and advised of his progress and how well he is adjusting to his work from periodic evaluation reports jointly prepared by his superior and himself.

Companies in hiring individuals with post-secondary education recognizes that these individuals have made an investment in their education. They are also willing to make further investments in their training if the new employee demonstrates the qualities they hired him for and if he has promise of becoming a permanent part of the organization. Specialists in organizational development will appraise new employees to determine their particular potentials, plan programs for their exposure to various business operations, and layout career paths for the individual's advancement.

373. Breitmayer, W.F. "How to recruit executives for your company," Administrative Management, 31:18-20, February, 1970.
Thirteen steps for recruiting management personal applicable to all career fields. Provides useful information to those entering the job market although primarily written for personnel managers.

374. Brewer, Jack, et.al. "A new dimension in employee development: a system for career planning & guidance," Personnel Journal, 54: 228-231, April, 1975.
Career development is recognized as needed by adults for their continual growth needs. A suggested program for career planning is proposed together with a self-guided career planning manual.

375. D'Aprix, Roger M. Struggle for identity: the silent revolution against corporate conformity. Homewood, Ill.: Dow-Jones Irwin, Inc., 1972. 193 pp.
Author contends that a silent revolution is going on within

corporations which will enable technocrats to make demands on management no less than the industrial trade unions. A thought provoking book on requirements for a new management style.

376. Dore, Russell, and Merle Meacham. "Self-concept and interests related to job satisfaction of managers," Personnel Psychology, 26:49-59, Spring, 1973.
Three hypotheses related to Super's self-concept theory of vocational adjustment and one to Strong's vocational interest theory supported by tests for predicting job satisfactions.

377. Drossel, Margaret. "How Syntax helps its professionals plan their careers," Management Review, 63:55-56, October, 1974.
Brief description of Syntax's Career Development Center and its programs to help managers set goals in eight critical areas for effective performance. Both the programs and follow-up techniques will be of interest to personnel managers and supervisory management.

378. Fyffe, Don. "What's your promotion potential," Supervisory Management, 16:33-36, February, 1971.
To measure one's promotability (a yardstick for evaluating employees) five classifications of managers and the characteristics of each group are described. Condensed from Bell Telephone Magazine.

379. Gleason, Richard D. "Planning the way to the top," Business Horizons, 14:60-62, June, 1971.
General plans on how to get to the top in one's work field are reviewed with emphasis being placed on the importance of realistic goal-setting.

380. Haldane, Bernard. Career satisfaction and success. New York: American Management Association, 1974. 194 pp.
Author stresses his process of System to Identify Motivated Skills (SIMS). This technique is aimed at determining one's real strengths for not only what you can do but the things you're good at and really like to do or work on. Understanding one's motivations, according to the author, leads one to set achievable career goals. Emphasis is placed upon mid-career change and advancement on the job.

381. Helfrich, Margaret L., and Barbara J. Tootle. "The executive's wife: a factor in promotion; what corporations look for," Business Horizons, 15:89-95, August, 1972.
The role of the executive's wife in career planning is described. Recommendations are suggested on what she can do to become an "asset" to her husband.

382. Heming, D.A. "What the organization chart doesn't show," Supervisory Management, 18:15-20, May, 1973.
Through use of case studies, three basic forms of organizational charts are analyzed. Article also includes a list of 19

reasons why people "channel jump" or ignore lines of authority.

383. Holloman, Charles R. "Mental health on the job: whose responsibility," Business Horizons, 16:73-80, October, 1973.
Mental illness is a problem in the world of work. The article reviews how management can cope with employee's attitudes and productivity losses associated with emotional and other problems.

384. Johnson, Gary R. "Conformity vs. non-conformity: are you caught in the middle?" Supervisory Management, 18:27-30, February, 1973.
Sociological patterns change over periods of time with specific groups. Non-conformity has been characteristic of young people. Work supervisors and attitudes of employers frequently influence employee's behavior and their productivity.

385. Jolson, Marvin A., and Martin J. Gannon. "Wives — a critical element in career decisions," Business Horizons, 15:83-88, February, 1972.
The American businessman's wife is observed as critically shaping the family ethic and husband's decisions. Suggestion offered to minimize husband/wife conflicts and assist in husband's career development.

386. Kuhn, David G., John W. Slocum, and Richard B. Chase. "Does job performance affect employee satisfaction," Personnel Journal, 50:455-485, June, 1971.
Study examines Maslow's theory of motivation and the relationship between performance and job satisfaction. Describes close relationship between performances and incentive pay.

387. Lawler, Edward E., and J. Richard Hackman. "Corporate profits and employee satisfaction: must they be in conflict," California Management Review, 14:46-55, Fall, 1971.
The relationship between job satisfaction and corporate profits is studied to see if they must be in conflict or if they are not really reconcilable when employees are fitted into their jobs.

388. Lorsch, Jay W., and Louis B. Barnes. Managers and their careers, cases and readings. Homewood, Ill.: The Dorsey Press, 1972. 277 pp.
A behavioristic approach to the problems of career development and dilemmas caused by occupational and corporate stresses, changes, challenges, and pressures. Cases are fictional but true to the facts of the world of work. Limited readings and references support the case studies. The book is intended for individuals in process of mid-career changes.

389. "Managers: more move to the top," Administrative Management, 35:24-25 January, 1974.
Emphasizes the need for managers to improve their decision-making skills to optimally utilize the resources of people.

Although a degree isn't necessary, it will be difficult to advance in professional fields without one.

390. Mansfield, Roger. "The initiation of graduates in industry," Human Relations, 25:77-86, 1972.
The initial period of an employee on a new job is viewed as a personal identity stress situation. Several ways to make the transition into work less difficult are suggested.

391. Miller, Harold A. "1,300 presidents and vice-presidents who made it," Business Management, 36:22-23, June, 1969.
Provides answers on questions as to where presidents and vice-presidents of 1,300 corporations have come from and describes some of their characteristics for becoming successful.

392. Schubert, Richard F. "We need a rite of passage between school and work," Occupational Outlook Quarterly, 19:31-34, Summer, 1975.
Transition from school to work is a major task facing every graduate. Author provides an optimistic outlook on the future which characterizes most writings and speakers in government positions.

393. Senger, John. "Manager's perceptions of subordinate's competence as a function of personal value orientation," Academy of Management Journal, 14:415-423, December, 1971.
Supervisors ranked their subordinates in competences after making an analysis of their value systems. Subordinates values were found to be similar to their supervising managers.

394. Sheppard, Thomas. "Working your way up through the groan, the wolf-pack, and the dog and the lamp-post," Management Review, 11:30-32, November, 1972.
Rules recommended in foreign policy applied to executive climbing up the corporate ladder. For example, "never get between the dog and the lamp-post."

395. Strauss, George, and Peter Henle. "Worker dissatisfaction: a look at the causes and economic effects," Monthly Labor Review, 97:57-58, June, 1974.
Excerpts from two papers presented at a conference on "The Changing World of Work"; one deals with the effect of worker dissatisfaction, the other with their economic effects.

396. Wittreich, Warren J., and John B. Miner. "People: the most mismanaged asset," Business Horizons, 14:69-77, April, 1971.
Ways to better manage people more effectively using modern psychological tools. Article reviews several ways of making more effective "people decisions."

397. Zeira, Yoram. "Introduction to on-the-job management development," Personnel Journal, 52:1049-1055, December, 1973.
Rationale and advantages of on-the-job training are discussed with emphasis on techniques of coaching new employees by their supervisors.

17

Making Mid-Career Job Changes

An average person will make a number of job changes during his lifetime. These range from three to seven or an many as nine. Some of these changes may represent advancements within the same company, organization. or government agency. Others will consist of lateral movements from company to company or from one occupational field to another. These job changes lack certain employment advantages including the building up of pensions, insurance, and other promotional advantages which are intended to reduce turnover. Job changes frequently result in some sort of accumulated benefits.

Job changes made voluntarily should be planned from a position of strength. During periods of recession many companies cut back their work forces. Loss of jobs under these conditions burden individuals seeking a new job. Implications for many personnel managers are that unemployed suffer shortcomings in their particular work specializations. Otherwise they would not have lost their positions. It is always more difficult to obtain work when a person is unemployed.

Mid-career changes should only be made after carefully planning and carefully going through the steps of a personal planning process. Insofar as possible a job change should be made while a person is still employed. A higher salary is only one reason for making a mid-career change. It is not always the most important. Job satisfactions, family considerations and happiness are factors which should be given greater weight in a decision to make a job change than simply a higher income. Work represents an important phase in the self-actualization process. Most mid-career changes are fortunately made to obtain better job satisfactions and non-work related happiness.

398. Anderson, Stephen D. "Planning for career growth," Personnel Journal, 52:357-362, May, 1973.
Background reading embodying most principles required for objective setting whether for life or career plans. Oriented largely to people after they have entered an occupation and seeking advancement.

399. Barlow, Melvin L. "Just try to find a job without it," American Education, 4:8-9, December, 1976-January, 1968.
A plea for realistic vocational programs to prepare students to know their abilities, potentials, and become aware of occupational opportunities, in other than professional fields.

400. Buhler, Charlotte. "Loneliness in maturity," Journal of Humanistic Psychology, 9:167-181, Spring, 1969.
An in-depth essay treating "normal" as distinguished from "neurotic" loneliness as related to man's identity, image, and values. Thought provoking and recommended reading.

401. Collins, Donald C., and Robert R. Raubolt. "A study of employee resistance to job enrichment," Personnel Journal, 54:232-235, April, 1975.
An empirical study of the relationships between employees' social backgrounds, job characteristics, education, and their degrees of resistance to change in forms of job enrichment.

402. Dressel, Wayne A. "Coping with executive mobility" Business Horizons, 13:53-58, August, 1970.
A study of several ways in which management can minimize losses caused by executive job-changing. Suggests means for keeping qualified individuals for organizational building.

403. Driskill, Thomas M., and Dean C. Dauw. "Executive mid-career job change," Personnel Journal, 54:562-564, November, 1975.
Authors present a profile of the typical executive mid-career changer, together with a look at motivational factors: voluntary and involuntary. Reasons for change are tabulated. Good references.

404. Dunnette, Marvin, D., Richard D. Arvey, and Paul A. Barnes. "Why do they leave?" Personnel, 50:25-38, May-June, 1973.
Empirically based study of college graduates as to major causes for job changes. The most as well as the least important features of work are analyzed in seeking change in employment. Recommended reading.

405. Glueck, William F. "Easing the trauma of executive transfer," Business Horizons, 12:23-28, December, 1969.
Focuses on motives, socio-economic factors, benefits and problems of executive transfers. Suggests a voluntary policy for relocation of employees as one solution.

406. Glueck, William F. "Managers, mobility, and morale," Business Horizons, 17:65-70, December, 1974.
A study on job mobility and how American managers and their dependents have adjusted to frequent transfers. Stresses psychological costs to wife and family.

407. "Got an itch to change jobs?" Changing Times, 21:31-32, February, 1967.
Series of questions for analyzing new job situations and feasibility of making a job change. Questions focus personal likes, dislikes, and past achievements for a proposed job situation.

408. Grossman, Lee. "How to think like a company president," Business Management, 39:37-38, October, 1970.
If more managers had a "presidential perspective" they would become more involved in effective decision-making and committed to corporate improvements.

409. "How America lives (mid-career change)," Ladies Home Journal, 89:76 September, 1972.
Short actual account of a mid-career change from a white-

collar to blue-collar job. Happiness was key to successful shift in occupations.

410. Kremple, Robert J., and Coleman Colla. "Guidelines for executive job changes," Personnel Journal, 54:29-31, January, 1975.
"Job value factors" analysis for executives considering a job change weighs considerations in four areas: personal, financial, personal growth and company goals. Better decisions are likely to result from job analysis as outlined in article.

411. McNulty, Louise A. "Job enrichment: how to make it work," Supervisory Management, 18:7-15, September, 1973.
A practical plan to put job enrichment to work. Action plans provide step-by-step procedures for its applications in lateral and vertical task related performances.

412. Mayhew, B.A. "Standard of living & the life cycle concept," Personnel Journal, 52:27-30, January, 1973.
Limited to North American society, the life cycle as related to income and expenses, is described with socioeconomic implications for mid-career and retirement changes.

413. Orth, Charles, D., III. "How to survive the mid-career crisis," Business Horizons, 17:11-18, October, 1974.
Explores factors leading to mid-career crisis. A four-step process from situational/self analysis to career planning is offered both the professional involved and his manager.

414. Parsons, George E., and James V. Wigtil. "Occupational mobility as measured by Holland's theory of career selection," Journal of Vocational Behavior, 5:321-330, December, 1974.
Study investigates relationship between stability in personality, job changes, and types of jobs available for various personality types making a mid-career change.

415. Penzer, William N. "Managers who don't grow up," Management Review, 62:2-16, January, 1973.
An examination of dysfunctional behaviors found in business that contribute to waste, inefficiency, and loss of position. Recommended reading.

416. Reif, William E., David N. Ferrazzi, and Robert J. Evans, Jr. "Job enrichment: who uses it and why," Business Horizons, 17:73-78, February, 1974.
Not only summarizes advantages of job-enrichment but analyzes difficulties in making it work. Several tables show its benefits and limitations.

417. Rhodes, Milton. "Career switch? How to get started quickly in the new position," Personnel Journal, 51:684-687, September, 1972.
Eight points are recommended for making the crisis of a mid-career change a smoother transition. Includes suggestions for those entering the job market for the first time.

418. Robinson, John F. "Job enrichment: what it is," Supervisory Management, 18:2-6, September, 1973.
Suggests ways to make a job more rewarding by increasing employees' responsibilities. Includes questions and answers on job-enrichment and how it works.

419. Root, William,E. "The ten commandments of upper level recruiting," Administrative Mnnagement, 34:61-62, September, 1973.
A professional recruiter examines ten basic commandments for recruiting executives. Informative for both personnel officers and applicants for employment.

420. Rosen, Dan. "How-and how not-to change jobs," Dun's, 101:107-108, March, 1973.
Pinpoints four to six major factors which should be analyzed before an executive makes a decision to change jobs.

421. Saunders, Dero A. "Executive discontent," Fortune, 54:154-156, October, 1956.
A study of the executive mid-career years analyzing business, home, and environmental factors which lead to various dissatisfactions. Five suggestions are given for handling these discontentments. They are applicable to others than in business.

422. Schappe, Robert H. "Twenty-two arguments against job enrichment," Personnel Journal, 53:116-123, February, 1974.
An enumeration and discussion of common arguments offered by management and labor against job enrichment through the process of organizational change.

423. Scott, Richard D. "Job enlargement -- the key to increasing job satisfaction?" Personnel Journal, 52:313-317, April, 1973.
A theoretical discussion of worker motivation and job satisfaction resulting in improved employee performances. Cultural backgrounds of employees play a major role in the ways they will react to job enlargement proposals by employers.

424. Stewart, Nathaniel. "How to help your boss get back on the ball," Supervisory Management, 19:9-19, May, 1974.
Based on AMACOM book, Help your boss and help yourself. Recommended reading for everyone. Practical and down-to-earth treatment of superior-subordinate relationships, symptoms of stress and techniques for improving outputs from both.

Sources of Information on Occupations and Career Fields

An essential part of effective personal planning is building up an information bank on selected occupations. These will initially be those you have become familiar with because of friends, or parents employed in them, your having worked in certain jobs yourself, or information abour career fields acquired from friends or individuals whom you admire.

There are three ways to become acquainted with and selecting an occupational field for which you can qualify: (a) Reading and compiling written data on occupations described in current literature; (b) Interviewing people working in various occupations as to conditions and requirements for employment in their job fields; and (c) Obtaining a part or full time work in a job field of interest to you. This will enable you to obtain insights and knowledge required for making an intelligent decision as to a choice and entry into a particular occupational field.

In reading and collecting information on occupations, significant data on a particular job requirement, earnings, number employed, annual openings, rate of turnover and retirements, unionization, certification or licensing, employers and persons to contact, etc., should be summarized in written form.

Initially your collection of occupational information will possibly be haphazard and not too systematic. You will probably start with readings about occupations from various series of books or pamphlets about jobs available from several publishers, associations, or agencies. These general books may describe more than one occupational field or concentrate upon a broader career area. As your readings and collection of background information on specific work fields increase, you should move toward current articles on employment requirements and data which will give you more detailed facts. This information may be obtained from the trade press or associations concentrating on a particular cluster of jobs, and career fields within a particular trade, agribusiness, general business or service area. Generally this information will be current and relevant to decisions you will make on options under consideration for pursuing your career development.

Let your search for a career begin in your library or in interviewing people in work fields of interest to you. Your library should have various books and references which will provide you with the data and descriptive materials for building your information bank on work fields you wish to explore. These will consist of:

- Books on more than one occupation.
- Series of reference books on various occupations.
- Articles from periodicals on specific job fields, occupations, or career fields.

Books on More Than One Occupation

500. Duckat, Walter. A guide to professional careers. New York: Julian Messner. 1970. 285 pp.

Eighty career fields requiring post-secondary education are detailed as to duties, outlook, training and educational requirements. Work with Federal government, based on college majors, is included.

501. Forrester, Gertrude. Occupational literature: an annotated bibliography. Bronx, N.Y.: H.W. Wilson Company. 1971. 619 pp.

Outstanding bibliography of publications and sources of information on all aspects of occupational information. Invaluable tool for counselors and essential library reference.

502. Hopke, William E., ed. Encyclopedia of careers and vocational guidance. Chicago, Ill.: J.G. Ferguson Co. 1967. 1500 pp.

Volume I is designed for career planning, setting goals, interpreting test data, finding a job and description of occupations by leaders in their fields. Volume II describes nature and qualifications for jobs.

503. Hughes, Everett C., et.al. Education for the professions of medicine, law, theology, and social welfare. New York: McGraw-Hill. 1973. 273 pp.

Collection of scholarly essays on educational profiles of four professions from their historical as well as present sociological roles. Standards for educational preparation and the professionalism of the occupational groups in society are also examined from a philosophical veiwpoint. Selected groups of references are included for further readings.

504. Moore, Mary Furlong. Career guide for young people. Garden City, New York: Doubleday and Company. 1963. 262 pp.

An older but reliable guide on various job descriptions in the professions, arts, sciences, and business. Job requirements and opportunities for advancement described by earning scales need updating.

505. Peterson, Clarence C. Careers for college graduates. New York: Barnes and Noble, Inc. 1968. 334 pp.

First part of book is devoted to planning for a career and entry into the job market. Eighty-two kinds of work described. Lists recommended readings.

506. Rossi, Alice S., and Ann Calderwood. Academic women on the move. New York: Russell Sage Foundation. 1973. 560 pp.

A systematic study of the position of women in higher education. The three parts of the book of essays treat of the recruitment, training and employment of women on the contemporary academic scene, and their actions towards change. Scholarly, factual, and supported with extensive bibliographies.

507. U.S. Civil Service Commission. *Federal career directory: a guide for college students*. Washington, D.C.: Government Printing Office. 1968. 87 pp.

Ninety-two jobs are summarized as to nature of work and qualifications required to apply for federal work. Job descriptions are indexed by position, title, and major fields of college stuides.

508. U.S. Department of Health, Education, and Welfare. *Earned degrees conferred: bachelor's and higher degrees*. Washington, D.C.: Government Printing Office. 1968. 289 pp.

Degrees earned data are reported for 200 major fields of study in over 1500 colleges by type of institution and region. Trend lines are established for graduates entering employment. Publication needs updating.

509. U.S. Department of Labor. Bureau of Employment Security. *Health careers guidebook*. Washington, D.C.: Government Printing Office. 1965. 204 pp.

Over 100 health occupations are described as to educational or special training requirements. Thirty-two career fields are treated in greater detail as to qaulifications for entry and advancement.

510. U.S. Department of Labor. Bureau of Labor Statistics. *Occupational outlook for college graduates*. Washington, D.C.: Government Printing Office. 1974. 258 pp.

Brief descriptions of over 200 jobs requiring a college background. Employment opportunities through 70's together with educational requirements, earnings, and areas for employment make it a valuable reference for college students.

511. U.S. Department of Labor. Bureau of Labor Statistics. *Occupational outlook handbook*. Washington, D.C.: Government Printing Office. 1974. 859 pp.

Most current and reliable reference on over 700 occupations and thirty major industries as to professional opportunities, skilled trades and various clerical, service and sales jobs. Trends, earnings, and working conditions are described for various fields of work.

512. U.S. Department of Labor. Employment Service. *Dictionary of occupational titles, (DOT)*. Washington, D.C.: Government Printing Office. 1965 and 1968. 1901 pp.

Two revised volumes of 1456 pages and two supplements of 436 pages code and define over 35,000 job titles. The supplements describe worker traits for various job fields and the grouping of comparable job fields. Although very impressive in its collection of information, the DOT is not popular with the majority of students as a reference work.

513. U.S. Department of Labor. Women's Bureau. Job horizons for college women. (Bulletin 288). Washington, D.C.: Government Printing Office. 1967. 91 pp.

Brief descriptions of 32 career fields of particular interest to women. Provides good overall description of work fields which may be investigated by recommended readings following job briefs. Continuing education programs are recommended for many of the occupations.

Series On Various Occupations

514. B'nai B'rith occupational brief series, B'nai Brith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.

The service has issued over 65 illustrated descriptions of various career fields. Briefs vary from four to eighteen pages. Majority are revised and updated. Oriented to professions and Jewish service.

515. Career briefs, Careers, Inc., Box 135, Largo, Florida 33540.

Two hundred titles are included in this series on occupations and jobs. Each work field is described in eight pages. They are particularly recommended for senior high school students.

516. Careers for tomorrow series, Henry Z. Walck, Inc., 19 Union Square West, New York, N.Y. 10003.

Twenty-five books, written by experts in each field, provide factual data on professional occupations of interest to college students. Illustrated. Popular reference source for students.

517. Careers in depth series, Richard Rosen Press, 29 East 21st Street, New York, N.Y. 10010.

Ninety-three fairly well updated books which describe career fields with emphasis on the individual's interests and qualifications to be successful in them. Limited illustrations. Self-evaluation tests are part of the books.

518. Career pamphlets, Veterans Administration, Publications Department, Arlington, Virginia 22206.

Thirteen pamphlets, many with emphasis upon rehabilitation training, provide background information on work fields of interest to all mature young adults. Several pamphlets written particularly for veterans.

519. Chronicle occupational brief service, Chronicle Guidance Publications, Inc., Moravia, N.Y. 13118.

Total number of briefs contain information on almost 400 different jobs and occupational fields. Well edited but many briefs need updating. Recommended for high school senior and junior college students.

520. Dutton books on careers, E.P. Dutton and Company, Inc., 201 Park Avenue South, New York, N.Y. 10003.

Detailed information on occupational fields of particular value to anyone making a serious choice on a career field. Illustrated. Especially recommended although series contains only twenty-four professions.

521. Macmillan career books, Macmillan Company, 866 Third Avenue, New York, N.Y. 10022.

Although consisting of only ten professional fields, the series consist of about 200 pages each on the professions of architect, career diplomat, journalist, lawyer, minister, nurse, physician, professor, scientist and social worker. Although requiring updating, they are recommended.

522. Mademoiselle college and career reprints, Alumnae Advisory Center, Inc., 541 Madison Avenue, New York, N.Y. 10022.

One hundred and two articles with statistics and charts have been especially written for women and originally printed in Mademoiselle. Largely aimed at women living in New York City, they will be stimulating for all women professionals with college backgrounds.

523. Messner career books, Julian Messner, 1 West 39th Street, New York, N.Y. 10018.

The thirty-five books in this series comprehensively describe post-secondary educational and other requirements in each of their respective fields. Well illustrated. Bibliographies.

524. The vocational guidance series, Rochester Institute of Technology, 65 Plymouth Avenue, South Rochester, N.Y. 14608.

Ten pamphlets written for students interested in obtaining technical education in two- and four-year post-secondary institutions. Although limited in number, the pamphlets provide abundant information.

525. Sextant series for exploring your future, Sextant Systems, Inc., 3048 North 34th Street, Milwaukee, Wisconsin 53210.

Sixteen books with each describing around 80 job fields. "Personal Profiling" technique helps individuals determine points of entry and career ladders for advancement.

526. Vocational guidance manuals, Universal Publishing and Distributing Corporation, 235 East 45th Street, New York, N.Y. 10017.

Each of the fifty manuals on different occupational fields consists of approximately 120 pages. Various occupations are broken down into various job fields with data on various work fields.

Articles From Periodicals on Jobs, Occupations, or Career Fields

The following lists of references is only partial. Occupational articles for individuals with two, four, or more years of post-secondary educational training should also be searched out, reference cited, and included in your personal notes on life/career planning. The following collection of references will help you get started. This is not intended to be a comprehensive list of all available reference materials or sources for career information selected for each of the occupational fields listed alphabetically. Older articles have been included for descriptive information although certain elements, as salary figures, may no longer be accurate. Associations are listed to whom you may write for additional information.

ACCOUNTANT/AUDITOR

527. Anderson, A. "Bookkeeping and accounting," Business Education Forum, 28:36-42, October, 1973.

528. Beeson, Lynda J. "An accounting internship in industry," Management Accounting, 56:59-61, March, 1975.

529. Chambers, Andrew. "Education and training for the internal audit," Accountant's Digest, 39:73-74, September, 1973.

530. McFarlan, F.W. "Management audit of the EDP department," Harvard Business Review, 51:131-142, May-June, 1973.

531. National Association of Accountants (NAA), 919 Third Avenue, New York, N.Y. 10022.

532. Porter, W. Thomas, Jr. "Growth of the CPA profession," California CPA Quarterly, 42:28-36, December, 1974.

533. Watson, Charles H. "The accountant in education," Accountant's Digest, 39:21-22, September, 1973.

ACTORS/ACRESS, see ENTERTAINMENT

ACTUARY

534. Bussewitz, Walter. "Exciting, rewarding actuarial career is described to black math students," National Underwriter, Life Ed., 76-24-25, September 9, 1972.

535. Society of Actuaries, 208 South LaSalle Street, Chicago, Illinois 60604.

ADVERTISING

536. Alshul, F., Jr. "Advertising in the life of the journal," Journal of Chemical Education, 50:808-810, December, 1973.

537. American Association of Advertising Agencies, 200 Park Avenue, New York, N.Y. 10017.

AEROSPACE

538. "Aerospace employment outlook mixed," Aviation Weekly, 99:25-26, October 15, 1973.

539. American Institute of Aeronautics and Astronautics, Inc., 1290 Avenue of the Americas, New York, N.Y. 10019.

AGRIBUSINESS

540. American Society of Agronomy, 677 South Segoe Road, Madison, Wisconsin 53711.

541. American Society of Horticultural Science, 914 Main Street, P.O. Box 109, St. Joseph, Michigan 49085.

542. Goldberg, Ray A. "U.S. breaks out of isolation," Harvard Business Review, 53:81-95, May, 1975.

543. "Increasing needs for professional manpower; opportunities in agriculture and natural resources," Intellect, 103:76, November, 1974.

544. McAdams, Christian. "Frank Perdue is chicken," Esquire, 79:113-117, April, 1973.

545. Marshall, Patricia. "Moving up down on the farm," Manpower, 5:2-8, May, 1973.

546. National Poultry Producer Federation, 10 Rutgers Place, Trenton, New Jersey 08618.

AGRONOMIST, see AGRIBUSINESS

AIR CONDITIONING/REFRIGERATION/HEATING

547. Refrigeration Service Engineers Society, 2720 DePlaines Avenue, DePlaines, Illinois 60018.

548. Toner, J.P. "Careers for the 70's in heating/air conditioning," Industrial Education, 63:22-23, May-June, 1974.

AIR FORCE, see ARMED FORCES

AIR TRANSPORTATION, see TRANSPORTATION

ANTHROPOLIGIST

549. American Anthropological Association, 1703 New Hampshire Avenue, N.W., Washington, D.C. 20009.

550. Willner, Dorothy. "Anthropology: vocation or commodity?" Current Anthropology, 14:547-555, December, 1973.

ARCHAEOLOGIST

551. Archaeological Institute of America, 206 West Broadway, New York, N.Y. 10013.

ARCHITECT

552. American Institute of Building Design, Union Bank Plaza, Suite 408, 15233 Ventura Blvd., Sherman Oaks, California 91403.

553. The Association of Collegiate Schools of Architecture, Inc., 1735 New York Avenue, Washington, D.C. 20036.

ARMED FORCES

554. Larson, Will, and G.L. Kaden. "Women with navy wings," All Hands, pp. 32-37, April, 1975.

555. Occupations -- military/civilian occupational source book. Universal City, Texas: Armed Forces Vocational Group, 1975.

556. Sterba, J.P. "In the (volunteer) army now," New York Times Magazine, pp. 8-9, June 15, 1975.

557. Stevenson, Gloria. "Women: Uncle Sam wants you," Occupational Outlook Quarterly, 17:2-9, Winter, 1973.

558. Streeter, Tom. "Women power in dungurees and in navy blue," Naval Aviation Views, pp. 22-24, February, 1974.

559. U.S. Department of Defense. Work in the Navy. Arlington, Virginia: Navy Recruiting Command. 1975. 543 pp.

ARTIST

560. American Artists Professional League, 112 East 19th Street, New York, N.Y. 10003.

561. National Art Education Association, NEA, 1201 16th Street, N.W., Washington, D.C. 20036.

ASTRONOMER

562. American Astronomical Society, 211 Randolph Road, Princeton, N.J. 08540.

ATHELETIC RELATED OCCUPATIONS

563. Blitz, Harold. "The drive to win: careers in professional sports," Occupational Outlook Quarterly, 17:2-21, Summer, 1973.

564. *National Alliance of Athletic Associations*, c/o National Federation 7 South Dearborn Street, Chicago, Illinois 60603.

565. "Pro sports" road to riches or dead end?" *Manpower*, 3:15-21, December, 1971.

ATOMIC ENERGY

566. "Employment grows in atomic energy field," *Occupational Outlook Quarterly*, 15:34-35, Summer, 1971.

567. Maylan, M. "Atomic workers," *Monthly Labor Review*, 95:47-49, September, 1972.

568. *U.S. Atomic Energy Commission*, Washington, D.C. 20545.

AUTOMOTIVE, see *MECHANICAL TRADES*

BANKING

569. *American Bankers Association*, Bank Personnel Division, 1120 Connecticut Avenue, N.W., Washington, D.C. 20036.

570. Doyle, P.W. "Employee earnings in commercial and savings banks," *Monthly Labor Review*, 98:59-61, May, 1975.

571. Hayes, S. "Investing banking: power structure in flux," *Harvard Business Review*, 49:136-152, March-April, 1971.

572. "What banking is all about," *Forbes*, 116:59-105, July 1, 1975.

BIOLOGIST

573. *American Society of Biological Chemists*, 9650 Rockville Pike, Bethesda, Md. 20014.

BOTANIST

574. *Botanical Society of America*, c/o B.F. Palser, Botany Dept., Rutgers University, New Brunswick, N.J. 08903.

BUILDING OCCUPATIONS, see *CONSTRUCTION*

BUSINESS MANAGEMENT

575. Kiesey, D.T., and E.J. Pavlock. "Trends in management education for CPA's," *Journal of Accountancy*, 139:48-53, May, 1975.

576. Miner, John B. "The real crunch in managerial manpower," *Harvard Business Review*, 51:146-158, November-December, 1973.

577. Minicucci, Rick. "What's happened to the administrative manager's job description?" *Administrative Management*, 36:20-22, March, 1975.

578. Perham, J.C. "Scramble for MBA's," Dun's, 105:87-88, June, 1975.

579. Stevenson, Gloria. "Working for yourself: what's it like," Occupational Outlook Quarterly, 17:20-30, Spring, 1973.

580. Stull, Richard Allen. "A view of management to 1980," Business Horizons, 3:5-12, June, 1974.

CARTOGRAPHER

581. American Society of Cartographers, P.O. Box 1493, Louisville, Ky. 40201.

582. Bress, D.L. "Computers and cartography," Computers and Automation and People, 21:25-26, August, 1972.

583. Warfel, W.W. "Pictorial maps," Graphic Arts Monthly, 44:98, November, 1972.

CARTOONIST, see ARTIST

CERAMIC OCCUPATIONS, see CHEMICAL OCCUPATIONS

CHEMICAL OCCUPATIONS

584. American Ceramic Society, 65 Ceramic Drive, Columbus, Ohio 43214.

585. American Chemical Society, 1155 16th Street, N.W. Washington, D.C. 20036.

586. "Career opportunities in chemistry: chemical business," Chemistry, 47:3-4, November, 1974.

587. "Employment outlook brighter for chemist," Chemical and Engineering News, 51:6-9, June, 1973.

588. Mueller, James L. "Ceramic engineers -- supply and demand," American Ceramic Society Bulletin, 54:668-672, July, 1975.

CHIROPRACTOR

589. American Chiropractic Association, 2200 Grand Avenue, Des Moines, Iowa 50312.

590. "Chiropractors -- healers or quacks," Consumer Report, 40:542-547, September, 1975.

CITY MANAGER/PLANNER

591. American Institute of Planners, 917 15th Street, N.W., Washington, D.C. 20005.

592. Clark, Donald. "City managers -- professionalism in urban government," *Occupational Outlook Quarterly*, 15:32-36, Fall, 1971.

593. *International City Management Association*, 1140 Connecticut Avenue, N.W., Washington, D.C. 20036.

594. "Job with a future: professional futurist," *Newsweek*, 85:83, June 16, 1975.

CIVIL ENGINEER

595. *American Congress on Surveying and Mapping*, Woodward Building, 733 15th Street, N.W., Washington, D.C. 20005.

596. *American Society of Civil Engineers*, 345 East 47th Street, New York, N.Y. 10017.

CIVIL SERVICE EMPLOYMENT

597. Armstrong, A. "Progress in role of women is steady and sure," *U.S. News and World Report*, 74:66-69, May 14, 1973.

598. "Beefing up the federal jobs program," *Business Week*, 80, February 24, 1975.

599. Gentz, Susan. "Career opportunities in the postal service," *Occupational Outlook Quarterly*, 16:2-9, Winter, 1972.

600. Kasunic, Kevin. "They fill the skyways," *Occupational Outlook Quarterly*, 15:22-23, Spring, 1971.

601. Kling, Joyce. "The gatekeeper," *Occupational Outlook Quarterly*, 15:16-23, Fall, 1971.

602. "Pay for federal workers -- too much or too little?" *U.S. News and World Report*, 79:70-71, August 25, 1975.

CLERGY AND RELIGIOUS VOCATIONS

603. Johnson, P.E. "New light on a Christian vocation," *Christian Vocation*, 91:174, February 13. 1974.

604. Maher, M. "What's happening to religious vocations?" *Momentum*, 6:436-446, February, 1975.

CLOTHES DESIGNER

605. "Career apparel seeks growth in new types of markets," *Industrial World*, 176:35, March 19, 1973.

606. "Earning growth accelerating for Oxford industries," *Financial World*, 138:18, July 26, 1972.

607. International Association of Clothing Designers, 12 South 12th Street, Room 1512, Philadelphia, Pa. 19107.

COAST GUARD, see ARMED FORCES

COLLEGE/UNIVERSITY ADMINISTRATION AND TEACHING

608. American Association of University Professors, 1 Dupont Circle, N.W., Washington, D.C. 20036.

609. Joesting, Joan. "Women in academe," American Psychology, 29:520-523, July, 1974.

610. Sharpham, J.R., and C.L. Pritner. "Professional actors in the university classroom," Phi Delta Kappan, 55:267, December, 1973.

611. Switzer, L. "Who's being paid what; administrative salaries," Nations Schools and Colleges, 2:33-37, May, 1975.

COMPUTER RELATED OCCUPATIONS

612. Association of Computer Programmers and Analysts, 2 Penn Plaza, Suite 1500, New York, N.Y. 10001.

613. Couger, Daniel. "Pitfalls and potentials of EDP training," Data Magazine, 12:33-37, November, 1974.

614. Croisdale, D.W. "DP people -- who do they think they are?" Datamation, 21:61-62 July, 1975.

615. McGuinness, James. "Top-down programmer training," Data Management, 13:14-16, March, 1975.

616. McLaughlin, Richard A. "DP salary survey," Datamation, 21:40-46, January, 1975.

617. 1975 Salary Survey, Infosystems, 22:34-43, June, 1975.

618. Rooney, Joseph J. "The computer manpower evolution," Occupational Outlook Quarterly, 19:25-29, Summer, 1975.

619. Scriven, Donald D., and others. "The responsibility of the simulation project manager," Data Management, 13:27-31, June, 1975.

620. Sommers, Dixie. "Computer technicians -- three new jobs a day," Occupational Outlook Quarterly, 16:18-20, Fall, 1972.

621. "What is a programmer?" Journal of Accountancy, 138:98, October, 1974.

622. Yourdon, Edward, and Robert Abbott. "Programmers are paid to program -- enter program librarian," Infosystems, 21:28-32, December, 1974.

CONSERVATION AND ECOLOGY

623. Ecological Society of America, Department of Botany, University of North Carolina, Chapel Hill, N.C. 27514.

624. Nature Conservancy, 1800 North Kent Street, Suite 800, Arlington, Va. 22209.

625. Plater, John. "Safeguarding our water — pollution control workers," Occupational Outlook Quarterly, 14:30-33, Fall, 1970.

626. "Pollution control and public jobs," Manpower, 6:27-31, March, 1974.

CONSTRUCTION CONTRACTOR AND RELATED OCCUPATIONS

627. Associated General Contractors of America, 1957 E Street, N.W., Washington, D.C. 20006.

628. Roberts, Higdon C. "Stronger foundation for construction laborers," Manpower, 3:18-20, February, 1971.

COSMETOLOGIST/BEAUTICIAN

629. National Hairdressers and Cosmetologist Association, 3510 Olive Street, St. Louis, Mo. 63103.

COUNSELOR, see PERSONNEL, TEACHING

CRIMINOLOGIST, see LAW ENFORCEMENT

DENTIST AND RELATED OCCUPATIONS

630. American Dental Assistants Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

631. "New educational standards for dental auxiliary education program," Journal of the American Dental Association, 88:1043-1061, May, 1974.

632. Schmidt, P. "Expanded duties of auxiliaries: a hygienist viewpoint," American Journal of Public Health, 62:54-56, January, 1972.

DIETETIAN

633. American Dietic Association, 620 North Michigan Avenue, Chicago, Illinois 60611.

634. Johnson, Doris. "The dietetian -- a translator of nutritional information," Journal of the American Dietetics Association, 64:609, 1974.

635. "Perspectives 1974: Unusual positions and newer dietic specialities," Journal of the American Dietetian Association, 64:649, 1974.

636. "Titles, definitions, and responsibilities for the profession of dietetics," Journal of the American Dietetian Association, 64: 661, 1974.

DISPLAY MEN (Retail Trade)

637. Charnovitz, Diane. "Displaymen in retail trade," Occupational Outlook Quarterly, 16:18-21, Summer, 1972.

DRAFTSMAN

638. American Institute for Design and Drafting, 3119 Price Road, Bartlesville, Oklahoma 74003.

639. McClain, G.R. "Traveling laboratories for technicians training," Industrial Education, 62:109-110, November, 1973.

ECOLOGY, see CONSERVATION

ECONOMIST

640. American Economic Association, 1313 21st Avenue South, Nashville, Tennessee 37212.

641. "Economists go for the money and get it," Business Week, pp. 60-62, January 29, 1972.

642. "Rate of return to the Ph.D. in economics," Industry and Labor Relations Review, 28:288-292, January, 1975.

EDITOR, see JOURNALISM

ELECTRICAL ENGINEER AND RELATED OCCUPATIONS, see also ENGINEERING, GENERAL

643. Institute of Electrical and Electronic Engineers (IEEE), 345 East 47th Street, New York, N.Y. 10017.

ENGINEER, GENERAL

644. "Comeback of the engineers," Dun's, 102:77-78, July, 1973.

645. Copeland, Norman A. "Technical education and careers in industry," Manpower, 7:8-13, October, 1974.

646. "Engineer supply down; demand remains high," Industry Week, 184:23-24, January 27, 1975.

647. "Engineering demand outstrips enrollment," Intellect, 101:350, March, 1973.

648. Engineers' Council for Professional Development, 345 East 47th Street, New York, N.Y. 10017.

649. Gooding, Judson. "The engineers are redesigning their own profession," Fortune, 83:72-75, June, 1971.

650. Leeper, E.M. "More S/E hired on local level; scientists and engineers employed by state and local governments," Bioscience, 25:533, August, 1975.

651. Naughton, Kathy. "Help for the unemployed engineer and scientist," Occupational Outlook Quarterly, 15:34-38, Winter, 1971.

652. Plater, John. "Career in biomedical engineering," Occupational Outlook Quarterly, 14:26-30, Fall, 1970.

653. "Red carpet out for engineers," Chemical Week, 116:13-14, June 4, 1975.

654. Rudoff, Alvin, and Dorothy Lucken. "The engineer and his work: a sociological perspective," Science, 172:1103-1108, July 11, 1971.

655. Russell, C. "Ph.D. manpower predictions," Bioscience, 25:397, June, 1975.

656. Templeton, Robert E. "The engineer: yesterday's hero -- today's forgotten man," Management Review, 61:11-19, June, 1972.

657. "Wanted: black engineers," Manpower, 3:8-10, June, 1971.

658. "Where will the engineers come from?" Chemical Week, 112:43-44, January 27, 1973.

ENTERTAINMENT OCCUPATIONS

659. American Educational Theater Association, 1317 F Street, N.W., Washington, D.C. 20004.

660. Ritchey, D. "Maryland company of comedians," Educational Theater Journal, 24:355-362, December, 1972.

661. Sharpham, J.R., and C.L. Pritner. "Professional actors in the university classrooms," Phi Delta Kappa, 55:267, December, 1973.

ENTOMOLOGIST

662. Entomological Society of America, 4604 Calvert Road, College Park, Md. 20740.

EXTERMINATOR

663. National Pest Control Association, Inc., 250 W. Jersey Street, Elizabeth, N.J. 07207.

664. Werner, Elliot. "To kill a bug," Occupational Outlook Quarterly, 16:14-17, Fall, 1972.

FINANCE

665. "Finance: the bottom line...and beyond," Industry Week, 186:46-49, August 18, 1975.

666. "Financial counseling," Dun's, 102:37-39, July, 1973.

667. Ginther, Steve. "Giving credit where credit is due," Occupational Outlook Quarterly, 16:28-31, Summer, 1972.

668. The National Consumer Finance Association, 1000 16th Street, N.W., Washington, D.C. 20036.

FISH AND GAME, see CONSERVATION

FLORAL DESIGNERS

669. Eck, Allan. "The foral designer," Occupational Outlook Quarterly, 16:2-5, Spring, 1972.

FOOD,SERVICE, see HOTEL

FOOD TECHNOLOGIST

670. Institute of Food Technologists, Suite 2120, 221 North LaSalle Street, Chicago, Illinois 60601.

671. Naughton, Kathy. "Food scientist and food processing technicians -- giving us our daily bread," Occupational Outlook Quarterly, 15: 27-32, Spring, 1971.

FOREIGN LANGUAGE OCCUPATIONS

672. American Translators Association, P.O. Box 129, Croton-on-Hudson, New York, N.Y. 10520.

673. DeLavergne, Mary. "Interpretation, please," Occupational Outlook Quarterly, 16:6-9, Fall, 1972.

674. Honig, Lucielle T., and Richard S. Brod. "Foreign language and careers," Occupational Outlook Quarterly, 18:26-36, Winter, 1974.

FORESTRY

675. Bingham, C.W. "Forestry to fit the future," American Forest, 80:30-31, November, 1974.

676. Cipperly, R. "Managing the forest," Conservationists, 29:15-17, October, 1974.

677. Craig, J.B. "Why foresters are needed," American Forestry, 80:7, December, 1974.

678. McCarthy, Tom. "Lamar Cantelou and the three C's," American Forests, 80:28-29, November, 1974.

679. Mash, Morris. "Into the forest and out of the woods," Manpower, 3: 13-15, February, 1971.

680. Neary, H. James. "The fellers of the forest," Occupational Outlook Quarterly, 17:10-15, Fall, 1973.

681. Richmond, Charlotte. "Logging -- a job for the handy," Occupational Outlook Quarterly, 15:2-7, Summer, 1971.

682. Society of American Foresters, 1010 16th Street, N.W., Washington, D.C. 20036.

FURNITURE RELATED INDUSTRIES

683. Southern Furniture Manufacturers Association, P.O. Box 951, High Point, N.C. 27261.

GEOGRAPHER

684. Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009.

685. James, Preston E., ed. "Geography as a professional field," Association of American Geographers and the National Council for Geographic Education, 93 pp.

686. Natoli, Salvadore J., ed. "Career in geography," 1974, Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009.

HEALTH CARE OCCUPATIONS

687. American Medical Association Council on Medical Education, 535 North Dearborn Street, Chicago, Illinois 60610.

688. American Society of Radiologic Technologist, 645 North Michigan Avenue, Chicago, Illinois 60611.

689. Beckhard, Richard. "A B.S. in health care systems: who needs it?" Journal of Applied Behavioral Science, 10:93-106, January, 1974.

690. Campbell, G. Ricardo. "Art therapist," Occupational Outlook Quarterly, 16:14-17, Summer, 1972.

691. Campbell, G. Ricado. "Smoothing the savage beast: music therapy as a career," Occupational Outlook Quarterly, 19:23-23, Summer, 1975.

692. Cooper, L.G. "Continuing medical education: a changing perspective," Adult Leadership, 23:221, January, 1975.

693. Danziz, M.E. "Education of the community mental health assistant," Mental Hygiene, 54:357-363, July, 1970.

694. "Doctors and nurses -- a study in professional manpower shortage," Occupational Outlook Quarterly, 14:4-5, Fall, 1970.

695. Duffin, Sharyn. "Specialist in life and breath," Manpower, 7:26-30, October, 1975.

696. Koslow, Sally P. "A healthy future," Mademoiselle, 77:214-215, October, 1973.

697. Lefkowitz, Annie, and Marlene Ausmus. "Opportunities in sub-professional health occupations," Occupational Outlook Quarterly, 14:6-19, Fall, 1970.

698. Marston, John, ed. "Health careers; educational programs in North Carolina," North Carolina Hospital Association, Health Careers, P.O. Box 10937, Raleigh, North Carolina 27605.

699. Morgan, Margaret K. "Research needed: to identify criteria for selecting health care leadership personnel," Adult Education, 24:143-148, Winter, 1974.

700. Nelson, Eugene C., Arthur R. Jacobs, and Kenneth G. Johnson. "Patients acceptance of physicians assistants," Journal of the American Medical Association, 228:63-67, April, 1974.

701. Notman, Malkah T., and Carol C. Nadelson. "Medicine: a career conflict for women," American Journal of Psychiatry, 130:1123-1127, October, 1973.

702. Pilot, Michael. "Health manpower in 1980," Occupational Outlook Quarterly, 14:2-3, Winter, 1970.

703. Plater, John. "Careers in biomedical engineering," Occupational Outlook Quarterly, 14:26-30, Fall, 1970.

704. Plunkert, Lois. "Medical record technicians and clerks," Occupational Outlook Quarterly, 16:20-22, Winter, 1972.

705. Sinick, Daniel. "Rehabilitation counselors on the move," Personnel and Guidance Journal, 52:167-170, November, 1973.

706. Stevenson, Gloria. "The paraprofessions," Occupational Outlook Quarterly, 17:2-9, Fall, 1973.

707. Stevenson, Gloria. "Physician's assistant -- medical occupation in the making," Occupational Outlook Quarterly, 15:8-13, Summer, 1971.

708. Thomas, Barbara. "Predictions of success in a graduate nursing service administrations program," Nursing Research, 23:156-159, March, 1974.

GEOLOGISTS

709. American Geological Institute, 2201 M Street, N.W., Washington, D.C. 20037.

GEOPHYSICAL OCCUPATIONS

710. American Geophysical Union, 1701 L Street, N.W., Washington, D.C. 20036.

HISTORIAN

711. American Historical Association, 400 A Street, S.E., Washington, D.C. 20003.

HOME ECONOMIST

712. American Home Economics Association, 2010 Massachusetts Avenue, Washington, D.C. 20036.

713. "Supermarket home economist," Home Economics, 66:31-32, May, 1974.

HORTICULTURIST, see AGRIBUSINESS

HOSPITAL OCCUPATIONS, see HEALTH CARE OCCUPATIONS

HOTEL/MOTEL/RESTAURANT OCCUPATIONS

714. The Educational Institute of American Hotel and Motel Association, 77 Kellogg Center, Michigan State University, East Lansing, Michigan 48823.

715. National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

716. Williams, H.B. "Wages and tips in hotels and motels," Monthly Labor Review, 98:60-63, March, 1975.

INDUSTRIAL DESIGNER/ENGINEER

717. Industrial Designers Society of America, 1750 Old Meadow Road, McLean, Va. 22101.

INSURANCE RELATED OCCUPATIONS

718. DiCesare, Constance Bogh. "Insurance adjusters and examiners," Occupational Outlook Quarterly, 15:25-30, Summer, 1971.

719. DiCesare, Constance Bogh. "The insurance underwriter makes risks his career," Occupational Outlook Quarterly, 15:24-26, Spring, 1971.

720. Insurance Information Institute, 110 Williams Street, New York, N.Y. 10038.

721. "It's up to you — a guide to a career in life and health insurance," Institute of Life Insurance, 277 Park Avenue, New York, N.Y. 10017, 1973. 36 pp.

722. "A life career," Institute of Life insurance, n.d. 17 pp.

INTERIOR DESIGNER/DECORATOR

723. National Society of Interior Designers, Inc., 312 East 62nd Street, New Yrok, N.Y. 10021.

JEWELER

724. Kline, Joyce. "Diamond cutters: fashioners of firey ice," Occupational Outlook Quarterly, 14:11-13, Spring, 1970.

725. Retail Jewelers of America, 1025 Vermont Avenue, N.W., Washington, D.C. 20005.

JOURNALISM

726. Association for Education in Journalism, 425 Henry Hall, University of Wisconsin, Madison, Wisconsin 53706.

727. "Just one of the boys; female sportswriter," Newsweek, 80:43, July 3, 1972.

728. "More qualified news reporters," Intellect, 104:11, July, 1975.

729. Naggar, J.V. "Is there a job crisis in trade publishing?" Publisher's Weekly, 207:18-21, June 2, 1975.

730. "Rise of women in publishing," Publisher's Weekly, 199:66, February 15, 1971.

731. Smith, C.M. "Strange relationship between author and editor," Publisher's Weekly, 207:50-51, January 20, 1975.

LAW ENFORCEMENT OCCUPATIONS

732. American Society of Criminology, 800 Fourth Street, S.W., Washington, D.C. 20024.

733. Brantingham, Paul J. "Model curriculum for interdisciplinary education in criminology," Criminology, 10:324-337, November 3, 1973.

734. Davies, G. "Criminalistics educational and scientific progress," Analytical Chemistry, 47:318A-321A, March, 1975.

735. Galvin, John J. "Training correctional manpower," Manpower, 3:14-19, January, 1971.

736. Marshall, Patricia. "Policewomen on patrol," Manpower, 5:14-20, October, 1973.

737. Stevenson, Gloria. "The force of change: new opportunities for women in police," Occupational Outlook Quarterly, 16:10-15, Winter, 1972.

738. Wilson, J.Q. "Crime and the criminologist: adaptation of address," Commentary, 58:47-53, July, 1974.

LAWYER/LEGAL OCCUPATIONS

739. The American Bar Association, Information Service, 1155 East 60th Street, Chicago, Illinois 60637.

740. Fellers, James D. "The challenges of supplying legal services," American Bar Association Journal, 60:43-46, January, 1974.

741. Fountain, M., and K. Hoyle. "Law school graduates face tight job market," U.S.Department of Labor, (75-637), 3 pp., November 16, 1975.

742. Kacen, Alex. "Legal assistant: new career in the making," Occupational Outlook Quarterly, 19:8-11, Fall, 1975.

743. Manikas, William J. "A paralegal is not a lawyer in a wheelchair," Manpower, 7:11-14, October, 1975.

LIBRARIAN

744. American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

745. Beckman, Margaret, and Nancy Ann Brown. "The role of the librarian in management," Special Libraries, 66:19-26, January, 1975.

746. Kahl, Anne. "What's happening to jobs in the library field?" Occupational Outlook Quarterly, 18:20-25, Winter, 1974.

747. "Labor Department. "Library manpower study now available from GPO," American Libraries, 6:338, June, 1975.

748. "Tips for job hunters: ALA spotlights job leads," Library Journal, 100:1174, June 15, 1975.

749. Yourdon, Edward, and Robert Abbott. "Programmers are paid to program -- enter program librarian," Infosystems, 21:28-32, December, 1974.

MACHINIST, see MECHANICAL TRADES

MANAGEMENT

750. Carter, J.T. "Operations manager," *Banking*, 66:73, May, 1974.

751. Costell, J. "Managerial job market: quality counts," *Nations Business*, 62:58-60 December, 1974.

752. Hunt, B. "Filling an executive's chair isn't easy," *Industry Week*, 177:47-48, May,7, 1973.

753. "Is management a profession," *Industry Week*, 176:40-44, February 19, 1975.

754. Milliken, J.G., and E.J. Morrison. "Management methods from aerospace," *Harvard Business Review*, 51:6-17, March-April, 1973.

755. Overbeke, James E. "Foreman -- who'd want the job?" *Industry Week*, 185:30-39, April 28, 1975.

756. Pascarella, Perry. "What makes a good manager?" *Industry Week*, 186:33-42, September 1, 1975.

MATHEMATICIAN

757. *American Mathematical Society*, P.O. Box 6248, Providence, RI 02904.

MANUFACTURING

758. Armknecht, A., Jr. "Job vacancies in manufacturing," *Monthly Labor Review*, 97:27-33, August, 1974.

759. "Labor turnover rates in manufacturing," *Monthly Labor Review*, 97:104-105, February, 1974.

760. Murray, T.J. "New men in manufacturing," *Dun's*, 100:58-61, October, 1972.

761. *National Association of Manufacturers*, 227 Park Avenue, New York, N.Y. 10017.

762. Phillips, Irving. "Business machine and computer manufacturing -- career opportunities are excellent," *Occupational Outlook Quarterly*, 15:14-19, Summer, 1971.

MECHANICAL ENGINEER

763. *American Society of Mechanical Engineers*, 345 East 47th Street, New York, N.Y. 10017.

764. Mantell, E.H. "Labor markets for engineers of differing ability and education," *Industrial and Labor Relations Review*, 27:63-73, October, 1973.

765. "Room at the top in engineering: opportunities for black students," Ebony, 30:66-68, March, 1975.

MECHANICAL TRADES

766. Automotive Service Industry Association, 230 N. Michigan Avenue, Chicago, Illinois 60601.

767. Dillon, Hall. "Boat — motor mechanics keep the pleasure fleet a float," Occupational Outlook Quarterly, 16:10-13, Summer, 1972.

768. Carey, Max. "Motocycle mechanics — they keep the 'wheels' turning," Occupational Outlook Quarterly, 15:12-16, Spring, 1971.

769. International Association of Machinists and Aerospace Workers, 1300 Connecticut Avenue, N.W., Washington, D.C. 20036.

770. Louviere, Y. "Vehicle for finding good auto mechanics," Nation's Business, 62:71-72, November, 1974.

771. "70's goal: more mechanics," Modern Packaging, 44:56-57, February, 1971.

772. Sheet Metal Workers International Association, 1000 Connecticut Avenue, N.W., Washington, D.C. 20036.

773. "Training methods provides instance detailers," Industry Week, 174: 60, September 18, 1972.

774. United Association of Journeymen and Apprentices of the Planning and Pipe Fitting, Industry of the U.S. and Canada, 901 Massachusetts Avenue, N.W., Washington, D.C. 20001.

MERCHANT MARINES, see TRANSPORTATION

METALLURGICAL ENGINEER

775. American Society for Metals, Metals Park, Ohio 44073.

776. "Iron ore miners face tight money, engineer shortage," Industry Week, 168:13, January 18, 1971.

METEROLOGIST

777. American Meteorological Society, 45 Beacon Street, Boston, Massachusetts 02108.

MINING ENGINEERS AND MINING OCCUPATIONS

778. Kaye, Terrence. "Learning the job from the job down," Manpower, 7:28-31, March, 1975.

779. Slowitsky, Joan. "Coal mining," Occupational Outlook Quarterly, 17:10-15, Winter, 1973.

780. The Society of Mining Engineers of the American Institute of Mining, Metallurigical & Petroleum Engineers, 345 East 47th Street, New York, N.Y. 10017.

MORTICIAN

781. Hough, Steve. "Funeral directors and embalmers," Occupational Outlook Quarterly, 16:32-35, Winter, 1972.

782. National Funeral Directors Association of the U.S. Inc., 135 W. Wells Street, Milwaukee, Wisconsin 53203.

MUSEUM CURATOR

783. Campbell, G. Ricardo. "The art guardian," Occupational Outlook Quarterly, 15:2-8, Fall, 1971.

MUSICIAN AND RELATED OCCUPATIONS

784. Campbell, G. Ricardo. "Soothing the savage beast: music therapy as a career," Occupational Outlook Quarterly, 19:23-24, Summer, 1975.

785. Hough, Stephen. "Man behind the keyboard: piano and organ servicement" Occupational Outlook Quarterly, 16:22-27, Summer, 1972.

786. National Association of School of Music, One Dupont Circle, N.W., Washington, D.C. 20036.

NURSERY AND LANDSCAPING OCCUPATIONS

787. American Society of Landscape Architecture, Inc., 1750 Old Meadow Road, McLean, Va. 22101.

NURSING, see HEALTH CARE OCCUPATIONS

OCCUPATIONAL THERAPIST

788. American Occupational Therapy Association, 6000 Executive Blvd., Rockville, Md. 20852.

789. Mitchell, Marlys M. "Occupational therapy and special education," Children, 18:183-186, September, 1971.

OCEANOGRAPHER

790. Monahan, Edward C. "Training for physical oceanographers," Physics Today, 25:9, November, 1972.

791. National Oceanic and Atmosphelic Administration, 6010 Executive Boulevard, Rockville, Md. 20852.

OFFICE OCCUPATIONS

792. Ausmus, Marlene. 'Put this under 'F' for file clerks," Occupational Outlook Quarterly, 15:33-34, Spring, 1971.

793. Bienstock, Herbert. "Technology in the office -- bane or boon," Occupational Outlook Quarterly, 14:24-28, Spring, 1970.

794. Ginther, Steve. "Count on these jobs," Occupational Outlook Quarterly, 17:36-37, Summer, 1973.

795. National Secretaries Association, 616 63rd Street, Kansas City, Mo. 64110.

OPTOMETRIST

796. American Optometric Association, 7000 Chippewa Street, St. Louis, Mo. 63119.

797. "Assisting manpower in optometry," American Vocational Journal, 46: 36-39, December, 1971.

PACKAGING RELATED OCCUPATIONS

798. Lindbeck, John. "Is package design your student's bag?" Industrial Arts and Vocational Education, 61:30-31, February, 1972.

PAPER AND PULP OCCUPATIONS

799. American Paper Institute, 260 Madison Avenue, New York, N.Y. 10016.

800. Doyle, Philip M. "Wages in paper making vary by grade of product," Monthly Labor Review, 97:58-59, April, 1974.

801. Estep, R.A. "Are pulp and paper workers satisfied with their jobs," Pulp and Paper, 49:78-81, April, 1975.

802. Paper Industry Management Association, 2570 Devon Avenue, Des Plaines, Illinois 60018.

PERSONNEL AND EMPLOYMENT MANAGERS

803. American Society for Personnel Administration, 19 Church Street, Berea, Ohio 44017.

804. Delworth, Ursula, and Marv Moore. "Helper plus trainer: a two-phase program for the counselor," Personnel and Guidance Journal, 52:428-433, February, 1974.

805. Francis, D., and R. Johnson. "Training to advise," Personnel Management, 5:36-39, July, 1973.

806. Guthrie, Robert R. "Personnel's emerging role," Personnel Journal, 53:657-661, September, 1974.

807. Johnson, Rossall J. "The personnel administrator of the 1970's," Personnel Journal, 50:298-305, April, 1971.

808. King, P.A. "Personnel trends '73: will the executive go AWOL?" Administration Management, 34:20-24, January, 1973.

809. Murray, Thomas J. "It's hell in personnel," Dun's, 97:40-43, March, 1971.

810. "Personnel management: from work to quality of worklife," Industry Week, 186:30-33, August 25, 1975.

811. Taylor, Benjamin T. "'People specialists' in the personnel office," Business Educational Forum, 28:24-25, May, 1974.

PETROLEUM RELATED OCCUPATIONS

812. American Association of Petroleum Geologists, P.O. Box 979, Tulsa, Okla. 74101.

PHARMACEUTICAL RELATED OCCUPATIONS

813. Coakley, Norman, Jr. "The drug industry -- ounce of prevention, pound of cure," Occupational Outlook Quarterly, 14:20-25, Fall, 1970.

814. Pharmaceutical Manufacturers Association, 1155 Fifteenth Street, N.W., Washington, D.C. 20005.

815. National Pharmaceutical Council Inc., 1030 15th Street, N.W., Washington, D.C. 20005.

PHOTOGRAPHER

816. Folders, J. "To become a photographer," Popular Photographer, 68:72-75, March, 1971.

817. Frandwich, A. "Study craft: working for a professional photographer," Popular Photography, 74:40, February, 1974.

818. Nathan A. "Money, money, money -- amateur vs. professional photographer," Popular Photographer, 68:50, June, 1971.

819. Professional Photographers of America, Inc., 1090 Executive Way, Oak Leaf Commons, Des Plaines, Illinois 60018.

820. Rothschild, N. "Taking a long way around to a career in photography may be best approach." Popular Photographer, 71:34, October, 1972.

PHYSICAL THERAPIST

821. *American Physical Therapy Association*, 1156 15th Street, N.W., Washington, D.C. 20036.

PHYSICIAN/SURGEON/PARAMEDIC

822. *American Medical Association*, Council on Medical Education, 535 N. Dearborn Street, Chicago, Illinois 60610.

823. Aring, Charles D. "The place of the physician in modern society," *Journal of the American Medical Association*, 228:177-179, April, 1974.

824. *Association of American Medical Colleges*, One Dupont Circle, N.W., Washington, D.C. 20036.

825. "Doctors and nurses — a study in professional manpower shortage," *Occupational Outlook Quarterly*, 14:4-5, Fall, 1970.

826. Endicott, Kenneth M. "The doctor dilimma," *Manpower*, 4:2-9, April, 1972.

827. Loughmiller, Gover C., and others. "Predicting career performance of physicians using the biorgraphical approach," *Jouranl of Vocational Behavior*, 3:269-278, July, 1973.

828. "Making doctors (M.D.'s) of doctors (Ph.D's)," *Manpower*, 3:8-12, November, 1971.

829. Marshall, Patricia. Military medics -- will we use their skills," *Manpower*, 6:14-21, December, 1974.

PHYSICIST

830. *American Institute of Physics*, 335 East 45th Street, New York, N.Y. 10017.

831. "Bachelor degrees grades find more jobs and higher pay," *Physics Today*, 27:79, March, 1974.

832. Freeman, R.B. "Supply and salary adjustments to physics," *American Economic Review*, 65:27-39, March, 1975.

833. "Needed: more physicist in industry," *Physics Today*, 26:96, October, 1973.

834. Strassenberg, A.A. "Preparing students for physics related jobs," *Physics Today*, 27:13, May, 1974.

835. "Tradition and change in physics graduate education," *Physics Today*, 27:91, November, 1974.

836. "U.S. government foresees 800 physical science job openings," Physics Today, 27:85-86, November, 1974.

PHYSIOLOGIST

837. American Physiologist Society, Department of Botany, University of North Carolina, Chapel Hill, N.C. 27514.

838. American Society of Plant Physiologist, 7720 Wisconsin Avenue, Washington, D.C. 20014.

PLASTICS RELATED OCCUPATIONS

839. "Plastics outlook: fast growth," Industry Week, 177:71-72, June 11, 1973.

840. Society of Plastics Engineers, 656 W. Putnam Avenue, Greenwich, Conn. 06830.

841. Toner, James P. "Careers for the 70's in plastics," Industrial Education, 62:14-15, May-June, 1973.

PLANNER, see CITY MANAGER/PLANNER

POLITICAL SCIENTIST/POLITICIAN

842. American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.

PLUMBER AND PIPE FITTER, see MECHANICAL TRADES

PRINTING/GRAPHIC ARTS

843. Bratland, Rose Marie. "Growth of women's employment in the printing and publishing industry," Printing and Publishing, 16:14-15, July, 1975.

844. Printing Industries of America, Inc., 1730 North Lynn Street, Arlington, Va. 22201.

PSYCHIATRIST

845. American Psychiatric Association, 1700 18th Street, N.W., Washington, D.C. 20009.

846. Cottle, Thomas J. "A view of the conch," Harper's, 247:90-95, September, 1973.

PSYCHOLOGIST

847. American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036.

848. Goldman, Leo, and others. "Outlook for the counseling specialities," Personnel and Guidance Journal, 52:138-183, November, 1973.

849. Joesting, Joan. "Women in academe," American Psychology, 29:520-523, July, 1974.

850. Kimmel, Ellen. "Status of women in the psychological community in the southeast: a case study," American Psychology, 29:519-520, July, 1974.

851. Krauskoff, C.J., Richard W. Thoreson, and Charles A. McAker. "The who, what and where of our profession," Journal of Counseling Psychology, 20:370-374, July, 1973.

852. Pendergrass, Virginia E. "Women as clinicians in private practice," American Psychology, 29:533-535, July, 1974.

PUBLIC ADMINISTRATION

853. American Society for Public Administration, 1225 Connecticut Avenue, Washington, D.C. 20036.

854. Chapman, Richard L., and Frederick N. Cleaveland. "The changing character of the public service and the administrator of the 1980's," Public Administration Review, 33:358-365, July-August, 1973.

855. Lundberg, James W. "Managing human resources in the public service," Manpower, 3:23-26, April, 1971.

PUBLIC RELATIONS

856. Anderson, Judith H. "Thoughts on being a woman in public relations," Public Relations Journal, 31:25, June, 1975.

857. Gorney, Sondra. "Status of women in public relations," Public Relations Journal, 31:10-13, May, 1975.

858. Public Relations Society of America, Career Information, 845 Third Avenue, New York, N.Y. 10021.

PURCHASING AGENT

859. National Association of Purchasing Management, 11 Park Place, New York, N.Y. 10007.

860. "Purchasing: keeping the lines supplied," Industry Week, 186:32-35, August 4, 1975.

RADIOLOGIST, see HEALTH CARE OCCUPATIONS

RAILROAD OCCUPATIONS, see TRANSPORTATION

REAL ESTATE

861. *National Association of Realtors*, Department of Education, 155 E. Superior Street, Chicago, Illinois 60611.

RECREATION

862. Hartsoe, Charles E. "Recreation...a profession in transition," *Parks and Recreation*, 8:33-34, July, 1973.

863. *National Recreation and Parks Association*, 1601 North Kent Street, Arlington, Va. 22209.

RETAIL SALES AND MANAGEMENT

864. Berry, A.D. "Grocery trade dealing as a way of life," *Advertising Age*, 45:52, December 9, 1974.

865. Eck, Allan. "The giant American cornucopia," *Occupational Outlook Quarterly*, 17:20-25, Fall, 1973.

866. FitzRoy, Peter T., and G.D. Mandry. "The salesman -- manager," *Management Review*, 64:51-53, July, 1975.

867. Freidman, Brian L. and John L. Carey. "Productivity in gasoline stations," *Monthly Labor Review*, 98:32-36, February, 1975.

868. *National Retail Merchants Association*, 100 W. 31st Street, New York, N.Y. 10001.

RUBBER RELATED OCCUPATIONS

869. *Rubber Manufacturers Association*, 444 Madison Avenue, New York, N.Y. 10022.

SAFETY ENGINEER AND RELATED OCCUPATIONS

870. *American Society of Safety Engineers*, 228 Standard Bldg., Cleveland, Ohio 44113.

SALES AND MANUFACTOR'S REPRESENTATIVES

871. "Marketing: recognizing people's wants and needs," *Industry Week*, 186:38-45, July 14, 1975.

872. "Sales management: the growing customer dimension," *Industry Week*, 186:52-56, August 11, 1975.

SANITARIAN AND RELATED OCCUPATIONS

873. Clark, D.W. "Emerging municipal laboratory: controlling our water quality," *American City*, 89:40-42, October, 1974.

874. Inter-American Association of Sanitary Engineering, 2526 Trophy Lane, Reston, Va. 22070.

SCHOOL ADMINISTRATORS

875. American Association of School Administration, 1201 16th Street, N.W., Washington, D.C. 20036.

SCIENTIST

876. Copeland, Norman A. "Technical education and careers in industry," Manpower, 7:8-13, October, 1974.

877. Leeper, E.M. "More S/E hired on local level; scientist and engineers employed by state and local governments," Bioscience, 25:533, August, 1975.

878. Naughton, Kathy. "Help for the unemployed engineers and scientist," Occupational Outlook Quarterly, 15:34-38, Winter, 1971.

879. Russell, C. "Ph.D. manpower predictions," Bioscience, 25:397, June, 1975.

880. "U.S. government foresees 800 physical science job openings," Physics Today, 27:85-86, November, 1974.

SHEET METAL TECHNICIAN, see MECHANICAL TRADES

SHIPPING OCCUPATIONS, see TRANSPORTATION

SHOE RELATED OCCUPATIONS

881. National Shoe Retailers Association, 200 Madison Avenue, New York, N.Y. 10016.

SKILLED TRADES AND CRAFTS

882. The American Welding Society, 2501 N.W. 7th Street, Miami, Florida 33125.

883. Briggs, Norma. "Women apprentices: removing the barrier," Manpower, 6:2-11, December, 1974.

884. "Building new carpenters," Manpower, 3:13-18, October, 1971.

885. Carey, Max. "The crafts -- five million opportunities," Occupational Outlook Quarterly, 15:2-11, Spring, 1971.

886. Dillion, Hall. "The ancient and honorable trade of locksmithing," Occupational Outlook Quarterly, 16:2-5, Fall, 1972.

887. Phillips, Irving. "Tailoring: a trade, a career," Occupational Outlook Quarterly, 17:34-36, Spring, 1973.

SOCIAL SCIENCE OCCUPATIONS

888. Council on Social Work Education, 345 East 46th Street, New York, N.Y. 10017.

SPEECH PATHOLOGIST AND AUDIOLOGIST

889. American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014.

STATIONARY ENGINEER, see MECHANICAL ENGINEER

STATISTICIAN

890. American Statistical Association, 806 15th Street, N.W., Washington, D.C. 20005.

SURVEYOR, see CIVIL ENGINEER

SYSTEMS ANALYST

891. American Federation of Information Processing Societies," 210 Summit Avenue, Montvale, N.J. 07645.

892. Heiker, Vince. "Education of the systems analyst," Journal of Systems Management, 25:18-24, September, 1974.

893. Ramsgard, W.C. "Systems analyst: doctor of business," Journal of Systems Management, 25:8-13, July, 1974.

TEACHING OCCUPATIONS

894. American School Counselor Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

895. Bryson, Seymour. "Counselor training and selection: Operating a job corps counseling program," Counselor Education and Supervision, 14:228-233, March, 1975.

896. Burtnetl, Francis E. "Working around the teacher surplus: other careers in education," Occupational Outlook Quarterly, 16:6-9, Spring, 1972.

897. Hinckle, W. "Are you sure you want to be a teacher?" School and Community, 61:27, May, 1975.

898. Loren, P.B. "Teachers salaries: the U.S. economy," Phi Delta Kappa, 56:546-547, April, 1975.

899. National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

900. O'Connor, James J. 'Teaching: a questionable career," Educational Forum, 37:207-211, January, 1973.

901. "The problem of teacher over supply: solutions and recommendations," Contemporary Education, 45:12-15 February, 1973.

902. Rosen, Howard. "The guidance counselor — a new activist role," Occupational Outlook Quarterly, 14:20-22, Fall, 1970.

903. "Secondary schools, training and jobs," Intellect, 102:212-213, January, 1974.

904. "Teachers, teachers, everywhere! but hardly a vacancy in sight," Occupational Outlook Quarterly, 14:6-9, Fall, 1970.

TELEPHONE INDUSTRY OCCUPATIONS

905. "Don't just get a job, get a challenge....NOW," Southern Bell, n.d. 14 pp.

906. "An introduction to careers with the Bell system," Bell System, n.d. 10 pp.

907. "This is Southern Bell," Southern Bell, 1973. 24 pp.

908. United States Independent Telephone Association, 1801 K Street, N.W., Suite 1201, Washington, D.C. 20006.

TEXTILE INDUSTRY OCCUPATIONS

909. American Textile Manufacturers Institute, 1501 Johnston Bldg., Charlotte, N.C. 28202.

THEATRE OCCUPATIONS, see ENTERTAINMENT OCCUPATIONS

TOBACCO RELATED OCCUPATIONS

910. Associated Tobacco Manufacturers, 910 17th Street, N.W., Washington, D.C. 20006.

911. Tobacco Merchants Association of the United States, Statler Hilton Hotel, 7th Avenue at 33rd Street, New York, N.Y. 10001.

TOOL AND DIE MAKER, see SKILLED TRADES

TRAFFIC MANAGER, see TRANSPORTATION

TRANSLATOR, see FOREIGN LANGUAGE OCCUPATIONS

TRANSPORTATION

912. Air Line Steward's and Stewardesses Association, 205 W. Wocher Drive, Suite 550, Chicago, Illinois 60606.

913. American Society of Traffic and Transportation, Inc., 547 West Jackson Blvd., Chicago, Illinois 60606.

914. American Trucking Association, 1616 P Street, N.W., Washington, D.C. 20036.

915. Association of American Railroads, American Railroads Building, 1920 L Street, N.W., Washington, D.C. 20036.

916. Brown, Stephen. "Women shipbuilders: just doing a job," Manpower, 7:10-13, March, 1975.

917. Federal Aviation Administration, Personnel Operations Division, 800 Independence Avenue, S.W., Washington, D.C. 20591.

918. Federal Highway Administration, Personnel and Training Division, 1717 H Street, N.W., Washington, D.C. 20591.

919. "Jobs via the transportation act," Occupational Outlook Quarterly, 16:26-29, Fall, 1972.

920. Kasumic, Kevin. "Air traffic controllers," Occupational Outlook Quarterly, 14:14-17, Spring, 1970.

921. Kasumic, Kevin. The trucking industry -- highway to a career," Occupational Outlook Quarterly, 15:20-24, Summer, 1971.

922. Office of Maritime Manpower, Maritime Administration, U.S. Department of Commerce, Washington, D.C. 20235.

923. Rabben, K.J. "Mt. San Antonio's aircraft maintenance lab," American Vocational Journal, 50:54-60, January, 1975.

924. Richmond, Charlotte. "Tour escourting -- glamour or hard work?" Occupational Outlook Quarterly, 15:9-15, Fall, 1971.

925. "U.S. merchant fleet transformation expected by end of this decade," Commerce Today, 2:23-24, June 26, 1972.

UNIVERSITY, see COLLEGE......

VENDING MACHINE OCCUPATIONS

926. National Automatic Merchandising Association, Seven South Dearborn Street, Chicago, Illinois 60603.

VETERINARIAN

927. American Veterinary Medical Association, 600 South Michigan Avenue, Chicago, Illinois 60605.

928. Freeman, A. "Assessing veterinary manpower," Journal of the American Veterinary Medical Association, 165:331-334, August 15, 1974.

929. Miller, W.R. "The challenging of aquaculture for veterinarians," Journal of the American Veterinary Association, 166:790-791, April 15, 1975.

930. Piotrowski, James R. "Economics of animal technicians in general practice," *Journal of the American Veterinary Medical Association*, 166:179-180, January 15, 1975.

WHOLESALER

931. *Southern Wholesalers Association*, 3 Dunwoody Park, Suite 129, Atlanta, Georgia 30341.

WOOD TECHNOLOGIST/WOOD WORKING

932. *Society of Wood Science and Technology*, P.O. Box 5062, Madison, Wisconsin 53705.

ZOOLOGIST

933. *American Society of Zoologists*, Box 2739, California Lutheran College, Thousand Oaks, California 91360.

Author Index

Abel, Richard J. 250
Alamshah, William H. 324
Albano, Charles 348
Alston, Jon P. 300
American Friends Service Committee 1
Anderson, Camilla M. 26
Anderson, Charles W. 50
Anderson, Stephen D. 2,398
Anderson, W. Thomas, Jr. 126
Andrews, Lewis M. 101
Ankerson, Robert 251
Appel, Victor H. 174
Aronson, Elliot 27
Arvey, Richard D. 404
Ashton, Patricia 325
Austin, Sidney F. 208
Avila, Donald L. 230

Bahr, Fred R. 75
Baier, Kurt 51
Bailey, John A. 199
Baker, Henry G., Sr. 224
Banas, Paul A. 404
Bannon, Joseph J. 150
Bare, Carole E. 200
Barker, Raymond F. 252
Barlow, Melvin L. 399
Barnes, Louis B.
Barron, Frank 127
Bartlett, Lynn R. 160
Baruch, Grace K. 28
Bassett, Glenn A. 301
Bassford, Gerald 166
Bassford, Gerald L. 253
Beall, Lynnette 201
Becker, Howard S. 175
Bell, Alan P. 274
Bell, Daniel 302
Bell, Oliver 76
Bell, Terrel H. 202
Bengtson, Vern L. 52
Bennett, Graham 151
Berdie, Ralph F. 29
Berger, Chester 349
Bernstein, Elliott 254
Bernstein, Jeremy 326
Berry, Margaret C. 174
Betof, Edward H. 53
Bird, Caroline 176
Blai, Boris, Jr. 128
Bolles, Richard N. 5
Bolton, Mac 203
Borlaug, Norman E. 225
Braginsky, B.M. 226
Braginsky, D.D. 226
Braunstein, Daniel N. 103
Breitmayer, W.F. 373
Brenton, Myron 255
Brewer, Jack 374
Brill, Naomi I. 227
Bronowski, Jacob 77
Brown, Bert R. 30
Bryn, Katherine 303
Budd, J. Mark
Buhler, Charlotte 3,152,153,154,400
Burzynski, Helen G. 104
Buss, Allan R. 177
Byrd, Robert C. 204

Callahan, Daniel 79
Carlson, Gary B. 350
Carroll, Stephen J., Jr. 275
Casler, Lawrence 129
Chamber, Peter 276
Chapman, Elwood N. 178
Chase, Elwyn F., Jr. 228
Chase, Richard B. 386
Churchman, C. West 4
Clark, Herbert H. 305
Coleman, James S. 229
Colla, Coleman 410
Colligan, Douglas 31
Collins, Charles C. 179
Collins, Donald C. 401
Combs, Arthur W. 230
Comer, Nancy Axelrad 256
Commoner, Barry 79
Corson, John J. 231
Cosgrave, Gerald 206
Coyne, John 180
Crockett, William J. 277
Crowley, Josephn N. 97
Crystal, John C. 5
Cummings, L.L. 257

Dalaba, O.G. 278
D'Aprix, Roger M. 375
Dauw, Dean C. 403
Davis, Gary A. 328
Deevey Jr., Edward S. 80

Delbecq, Andre L. 207
DeMott, Benjamin 232
DeSalvia, Donald N. 54
Diamond, Edwin 279
Dillon, Donald 280
Dimarco, Nicholas 130
Donnelly, Caroline 258,281
Doran, William J. 139
Dore, Russell 376
Downs, Hugh 131
Dressel, Wayne A. 402
Driskill, Thomas M. 403
Drossell, Margaret 377
Drucker, Peter F. 181,282
Drumm, Robert H. 233
Dubos, Rene 306
Dull, Lloyd W. 105
Dunnette, Marvin D. 404
Dunphy, Philip W. 208
Dutton, R.E. 329

ERIC Document Reproduction Service 209
Eisenberg, Leon 6
Eisenstadt, S.N. 132
Elfner, Eliot S. 207
English, Horace B. 283
Enker, Myrna S. 32
Epstein, Jack H. 7
Epstein, William 81
Evans, Robert J., Jr. 416
Exton, William 307

Farley, Frank H. 328
Feldman, Saul D. 210
Fellows, Erwin W. 133
Fergason, Guy 284
Ferrazzi, David N. 416
Fiedler, Fred 285
Fiske, Donald W. 134
Flacks, Richard 234
Fletcher, Peter 135
Florman, Samuel C. 82
Ford, Robert N. 308
Friesen, David 55
Frost, Keith R. 309
Fyffe, Don 378

Gannon, Martin J. 385
Gemmill, Gary R. 54,286
Gergen, Kenneth J. 136
Getzels, J.W. 56
Ginzberg, Eli, ed. 83
Glassberg, B.Y. 33
Gleason, Richard D. 379
Glueck, William F. 405,406
Gnagey, Theodore P. 287
Goldwin, Robert A. 202
Goodwin, Leonard 106
Gould, Roger 310
Grebstein, Lawrence C. 137
Grossman, Jack H. 138
Grossman, Lee 408
Grosz, Richard D. 58
Guilford, J.P. 330
Gutteridge, Thomas G. 270

Hackman, J. Richard 387
Hackney, Harold 155
Haines, George, H., Jr. 103
Hakel, Milton D. 259
Halal, William E. 288
Haldane, Bernard 380
Hallman, Ralph J. 331
Hanline, Alan 311
Hardesty, Donald L. 97
Hardin, Garrett 84
Harding, H.F. 9
Harkness, Charles A. 211
Harlow, Harry F. 37
Harman, Robert L. 107
Harrell, Margaret S. 290
Harrell, Thomas W. 289,290
Harren, Vincent A. 156
Harris, Britton 235
Harris, Dale 34
Harris, Elizabeth 34
Haynes, Joel B. 48
Hebert, Tom 180
Helfrich, Margaret L. 381
Heming, D.A. 382
Henle, Peter 395
Henry, Carl F.H. 237
Herrick, Robert F. 10
Heywood, James D. 352
Hiemstra, Roger 182
Hind, Robert R. 212
Hoffman, Robert W. 174
Holland, John L. 213
Hollander, Melvyn A. 108
Holloman, Charles R. 383
Hopfe, Manfred W. 260
Hopkins, Charles O. 157
Housley, Warren F. 261
Houston, B. Kent 35

Iniow, Gail M. 57
Isaacs, Ann F. 36

Jackson, Donald F. 158
Jennison, M. Harry 183
Johnson, C. Anderson 159
Johnson, Gary R. 384
Johnson, Michael L. 11
Johnson, Stanley 86
Johnston, William B. 263
Jolson, Marvin A. 385
Jones, B.D. 312
Jones, Edward E. 159
Jourard, Sidney M. 184

Kanfer, Frederick 353
Kanfer, Stefan 238
Kantor, Lonnie M. 160
Karoly, Paul 353
Karvel, Judy McClenaghan 58
Kastenbaum, Robert 313
Kaufman, Walter 12
Kay, William 185,354
Kent, Leticia 186
Kiev, Ari 161
Kilpatrick, James J. 13
Kirschenbaum, Howard 53
Koch, James V. 187
Kogan, Nathan 332
Konopka, Gisela 59,239
Kremple, Robert J. 410
Kruse, Thomas M. 240
Kuhn, David G. 386

Lagemann, John Kord 355
Lakein, Alan 356
Larson, Richard C. 60
Lavender, John 214
Lawler, Edward E., III 314,387
Lawrence, David 241
Lawrence, Paul R. 85
Lee, James L. 139
Lee, Sang M. 109
Lepley, Ray 61
Lerner, Max 242
Leslie, Larry L. 243
Levitan, Sar A. 263
Levitt, Morton 244
Lewis, William C. 14
Lippmann, Walter 188
Long, James D. 147
Long, John L. 110
Lorsch, Jay W. 388
Lovejoy, Mary Christine 52
Lowe, George D. 300
Luce, Gay 357
Luthan, Fred 315,358

McClearn, Gerald E. 15
McClellan, Grant S. 62,87
Maccoby, Michael 215
McDonnell, John F. 162
McEneaney, Thomas J. 208
McHale, John 88
McKenzie, Leon 163
McKinney, William T., Jr. 37
MacLeod, Gordon A. 333
McNulty, James F. 291
McNulty, Louise A. 411
McSweeney, R.V. 63
Madden, Carl M. 245
Magee, Richard H. 264
Magisos, Joel H. 216
Mahoney, Michael J. 292
Main, Jeremy 359
Manhardt, Philip J. 217
Mankoff, Albert W. 64
Mansfield, Roger 38,390
Margiloff, Irwin B. 360
Marks, Barry A. 164
Marks, Edmond 189
Marquis, Stewart 89
Marr, Evelyn 111
Martin, A.G. 190
Martin, Ann M. 190
Martindale, Colin 334
Matson, Hollis N. 65
Maugh, Thomas H., II 335
May, Rollo 16
Mayhew, B.W. 412
Maze, Clarence, Jr. 66
Mazie, David M. 98
Meacham, Merle 376
Medlin, John 17
Mehrabian, Albert 361
Meiburg, Charles O. 99
Miller, Harold A. 391
Miller, Herman P. 18
Miner, John B. 396
Minter, Robert L. 265
Morris, Charles 140
Morrison, James L. 243
Murphy, James F. 266

Nettler, Gwynn 67
Newstrom, John W. 219,294

Noll, Gary 316
Noonan, Peggy 191
Nordberg, Robert B. 141
Norton, Steven 130
Nuss, Eugene M. 148

O'Donovan, Denis 362
Ojemann, Ralph H. 169
Oncken, William, Jr. 363
Ondrack, D.A. 113,218
Okosky, Charles E. 112
O'Reilly, A.P. 39
Orth, Charles D., III 413
Ottemann, Robert 315
Otto, Herbert 192
Overstreet, Bonaro W. 336

Palmer, Ronald A. 293
Parker, Harry J. 108
Parnes, Sidney J. 337
Parrott, Allen 193
Parsegian, V.L. 19
Parsons, George E. 414
Paul, Ronald N. 267
Peavy, R.V. 338
Peccei, Aurelio 90
Penzer, William N. 415
Peper, Erik 357
Perry, Harry 91
Perry, Ralph Barton 68
Peterson, James M. 328
Pfaltzgraff, Robert L., Jr. 92
Phillips, Victor K. 339
Phillips, Walter M. 316
Platt, John 246
Pollack, Barabara 165
Possony, Stefan T. 93
Potter, Frank M., Jr. 94
Prewitt, Kenneth 364
Purkey, William W. 230

Quinn, James Brian 95

Raubolt, Robert R. 401
Ray, Paul H. 247
Reese, Sam 40
Reif, William E. 166,219,294,358,416
Reilly, William J. 167
Renee, Sister M. Anne 268
Rescher, Nicholas 51
Rhodes, Milton 417
Richardson, Mary Sue 114
Ricks, David F. 146
Rienow, Robert 96
Ristau, Robert A. 115
Robinson, John F. 418
Robinson, Katherine 116
Rockeach, Milton 69
Roe, Anne 220
Roelofs, Robert T. 97
Root, William E. 419
Rosen, Dan 420
Rosen, Marc 257
Rosenthal, Neal H. 117
Rosenthal, Robert 41
Rotter, Julian B. 365
Rowan, Carl T. 98
Rubenstein, Ben 244
Rubin, Theodore I. 42
Rue, Leslie W. 168
Ruh, Robert A. 321
Rukeyser, William S. 248
Ryan, T. Antoinette 20

Samuels, Mike 340
Samuels, Nancy 340
Saunders, Dero A. 421
Schachtel, Ernest G. 142,341
Schappe, Robert H. 422
Schein, Edgar H. 366
Schiller, Ronald 118
Schlaadt, Richard G. 70
Schubert, Richard F. 392
Schuh, Allen J. 259
Schwab, Donald P. 257
Schwartz, Paula 342
Scott, Richard D. 423
Seligman, Daniel 221
Seligman, Martin E.P. 43
Selye, Hans 367
Senger, John 393
Sharpe, Louis K. 126
Shaw, Franklin J. 295
Shaycoft, Marion F. 222
Sheard, James L. 119
Sheppard, Thomas 394
Sherman, Harold 143
Shirley, Robert C. 368
Shostrom, Everett L. 44
Sihler, William W. 99
Sikula, Andrew F. 71
Silverstein, Harry 21
Simon, Sidney B. 72
Simonov, Pavel V. 343
Simpson, Elizabeth J. 120
Skinner, B.F. 22

Slocum, Jr., John W. 386
Small, Linwood 140
Smith, Garry 45
Smith, James V. 317
Smith, Leonard J. 23
Smith, Lester V. 169
Smith, Manuel J. 369
Snyder, Patt 170
Splaver, Sarah 24
Staehle, Jack C. 318
Stead, Bette Ann 121,223
Stein, I. Morris 344
Stephens, Waldo E. 194
Stewart, Nathaniel 424
Strauss, George 395
Suomi, Stephen J. 37
Swerdloff, Peter M. 144
Swisher, John D. 46
Swope, George S. 296
Szasz, Thomas 370

Tanner, J.M. 145
Tapper, Ted 249
Terkel, Studs 269
Thomas, Hobart F. 319
Thomas, Lawrence G. 371
Thompson, T. Gale 362
Toffler, Alvin 100
Tootle, Barbara J. 381
Tosi, Henry L. 275
Trachman, Leon T. 345
Tresemer, David 320

Ullman, Joseph C. 270
Uraneck, William O. 346
Ury, Zalman 198

Varga, Lou 271
Venn, Grant 123
Vickers, Sir Geoffrey 73

Walker, James W. 25
Walkup, Lewis E. 347
Warner Jr., Richard W. 46
Wass, Donald L. 363
Waterbor, Robert 47
Watkins, John T. 316
Watley, Donivan J. 196
Watson, Goodwin 171
Watson, Hugh J. 172
Weagraff, Patrick J. 272
Weaver, Charles N. 124
Weaver, Esther 297
Weick, Karl E. 298
Werts, Charles E. 195,196
Wessman, Alden E. 146
West, Charles K. 197
White, J. Kenneth 321
Wiesman, Walter 173
Wigtil, James V. 414
Wilkens, Paul L. 48
Williams, Edgar G. 322
Williams, Robert L. 147
Wilson, Robert Anton 372
Winter, Gerald D. 148
Winthrop, Henry 74
Wirth, Timothy E. 212
Wittreich, Warren J. 396
Wrigley, Alice 300
Wylie, Ruth C. 149

Zander, Alvin F. 323
Ziller, Robert C. 49
Zoffer, H.J. 273
Zumwalt, Jr., E.R. 299

Subject Index

Numbers preceded by a "p." indicate page number (p.81 - page 81); other numbers are reference numbers for the bibliographic entries (173 - bibliographic entry number 173).

ABILITIES
  acquisition of, p.81, 173
  creative 341
  hereditary factors of, 154
  improvability of, 192
  inventory of, p.58
  marketing of, 202
  potential 39, 154, 184, 194, 296
  see also APTITUDES
ACCOUNTABILITY, personal 299, 416
ACADEMIC ACHIEVEMENT 183, 212
ACHIEVEMENT, p.25, 113, 158, 279, 295
ACTION PLANS, see STRATEGIES, action plans
ADJUSTMENT
  to college 178, 179
  problems of, 135
  to work 135, 248, 405
ADOLESCENCE 21
AGRIBUSINESS 225
ALCOHOL and DRUGS, see DEFENSE MECHANISMS
ALIENTATION 34, 42, 43, 46, 142
  self, 37, 42, 48, 137, 146, 226, 365, 400
ANXIETY 16, 26, 35, 194, 298
APPRAISAL, see EVALUATION CRITERIA
APPLICATIONS, see EMPLOYMENT
APTITUDES, p.43, 23, 222, 331
  innate, p.12
ASPIRATIONS 13
ASSERTIVENESS 369
ASSESSMENT, see SELF, strength and weaknesses
ASSUMPTIONS
  steps for, p.27
ATTITUDES, p.22, p.50, p.89
  employee 64, 85, 249, 268, 301, 307, 383, 406
  employer 267, 268
  measurement of, p.41, 131
  social 69, 144, 233, 239, 249
  to occupational choice 128, 133
  see also VALUES
AUTOMATION, see TECHNOLOGY
AUTHORITY 242, 285, 382
  see also POWER

BEHAVIOR 138, 166, 307, 331
  defensive 367
  factors influencing 384
  goal directed 283, 285
  learned 15
  models 274
  modification 6, 292, 353, 358, 372
  patterns of, 48, 147, 384, 385
  principles of, p.22, 315
  see also VALUES
BEHAVIORISM 40
BELIEFS 14, 143
  conflicting 27
  development of, 77
  identification of, p.22
  religious 143
BIOFEEDBACK 357
BUSINESS
  occupations in, 103, 248
  profiles of, 267
  social problems 231, 240
  trainees 217, 397
  values in, 58, 113, 368, 393

CAREERS
  changes in, 5, 123, 195, 211, 271, 410, 413, 417, 420
  choice 103, 195, 205
  definition 220
  development 7, 141, 199, 208, 250, 276, 377, 406
  education 10, 189, 209, 216
  goals, p.18, p.38
  ladder 11, 378, 382, 404
  mobility 388, 391, 402, 405, 406, 414
  objectives 5, 106, 139, 170, 271
  opportunities 23, 118, 123
  paraprofessionals 104
  planning, p.19, 2, 4, 8, 11, 25, 112, 219, 255, 399
  prediction of, 211

  preparation for, 123, 210, 232, 397
  promotion 379, 381, 394, 398
  uncertainties of, 11, 107, 164, 271
  urban 24
  values in, 58, 218
  vs. jobs 220
  vs. occupations 220
CHANGE FACTORS
  acceptance of, 85, 100, 171, 182, 297, 322
  agents of, 181, 186, 305, 351
  attitudes towards, 85, 171, 284
  cultural 62, 145
  family 140
  motivation 403
  philosophy of, 132
  see also ENVIRONMENT
CHOICE 362
  see also DECISION MAKING
CHARACTER 23
  see also TRAITS
CLUSTERS, OCCUPATIONAL, p.19, 272
  components of, 105
  design of, 115
COLLEGE (University) 211, 389
  adaption to, 178, 179, 191
  finances 222
  types of, 180
COMMUNICATION 301, 314
  feedback 411
  nonverbal 41, 361
  skills in, 14, 19, 227, 305, 369
COMMUNITY COLLEGES
  see EDUCATION, 2 year institutions
CONTINUING EDUCATION 182, 193, 232, 276, 399
CONCEPT OF SELF, see SELF
CONCERNS OF YOUNG ADULTS, see YOUTH
CONTROLS, p.7, 19, 43, 351, 362, 366
  behavioral 186, 371
  budgets 351, 356, 359, 363
  creed 354
  financial 359
  lack of, 365, 370
  performance ratings 307, 360
  policies 364
  self 147, 292, 299, 353, 357, 364, 372
  of time 302, 349, 352, 356, 363
  see also ENVIRONMENT
CORRUPTION, POLITICAL 238, 242
COUNSELOR SERVICES 213
CREATIVITY
  characteristics of, 150, 192, 326, 330, 331, 333, 335, 337, 339, 340, 341, 343, 347
  conditions for, 325, 332, 342
  definition of, 340, 345
  encouragement of, 342, 344
  formula for, p.52
  predictors for, 328, 332
  research for, 327
CULTURE 6, 77, 137
CYCLE OF LIFE, see LIFE CYCLE
CYBERNETICS 19

DECISION MAKING 2, 9, 17, 346, 408
  definition 206
  difficulties in, 151, 172
  for career choice 156, 160, 199, 385
  models for, 169, 172, 207, 219, 321
  options to, 159
  for objective setting 155
  philosophy 12
  problem related 151
  skills 389
  uncertainties 11, 107, 164
  values, and 57, 65, 368
DEFENSE MECHANISMS 35, 137, 298
  depression 37, 43
  fantasy (daydreaming) 303
  frustration 365
  use of alcohol, drugs, and tobacco 21, 46, 148
DEVELOPMENT
  career 276, 374, 377, 378, 381, 402, 406
  life 167, 310
DEVELOPMENTAL NEEDS, p.32, 311, 312
DISCRIMINATION, see EQUAL OPPORTUNITIES
DISSONANCE, COGNITIVE 27
Drucker, Peter, p.51
DRUGS, see DEFENSE MECHANISMS

ECOLOGY, see ENVIRONMENT, FUTURISM
ECONOMIC SCIENCES 351, 358
EDUCATION, OCCUPATIONS IN, 223
EDUCATION
  adult 182
  career 105, 114, 115
  see CONTINUING EDUCATION

  degree of need for, 24, 180
  earnings related to, p.38, 176, 187, 289, 293, 412
  4-year institutions 117, 178, 204, 212
  importance of, 182, 389
  inequalities in, 175, 241
  liberal 125, 173, 202, 233
  objectives 60, 243
  professional 243
  relevance 179
  specialized 212
  training, on the job 175
  2-year institutions 104, 125, 178, 204, 212
  values from, 53, 74, 179, 191, 197, 198, 287
  vocational 125
EMOTIONS 50, 283, 343
  adjusted 131, 138
  disturbed 146, 147
EMPLOYMENT, p. 37, 419
  advancement in, 379, 381, 394, 398
  agencies 250
  applying for, p.36, 259, 270, 393, 417
  entry into, p.22, 251, 264, 390, 393
  experience and 269
  interviews 259, 264, 265
  market, see JOB, market
  moral 406
  opportunities in, 264
  qualifications for, 280
  recruitment for, 203, 264, 273, 373, 410, 419
  turnover 308
ENVIRONMENT 6, 15, 87, 90, 92, 94, 98, 127, 194, 306, 313
  analyses, p.26
  controls 99, 353
  economic 95, 100, 117, 245, 389
  energy and nuclear power 81, 91
  forecasting and trends 88, 89, 93
  political 84, 87, 92, 94, 97, 241
  population: Pollution/Food Supply 80, 87, 96, 99
  resources, natural 88, 91, 96
  socio-religious 79, 89
  survival 235, 247
EQUAL OPPORTUNITIES 194, 204, 217
  discrimination 121
  education 210
  employment 121
ESTEEM, see SELF, esteem; HUMAN WORTH
ETHICS 62, 66, 77, 78, 137, 198, 242

FAMILY INFLUENCES 381
  values 385
FEEDBACK 47
FINANCIAL AID 138
  grants, p.11
FREE WILL 12, 372
FUTURISM 51, 90, 221, 239, 246, 266
  assumptions 78, 81, 86, 88, 91
  coping with, 350
  forecasting 83, 84, 89, 93, 100, 132
  see also ENVIRONMENT

GENERATION GAP 148, 188, 221
GENETICS AND OCCUPATIONS 15
GIFTED, see INDIVIDUAL DIFFERENCES
GOALS, see OBJECTIVES
GROUP PROCESSES 319, 323, 408
GRADUATE STUDIES, see CONTINUING EDUCATION
GROWTH, p.40, p.77
GUIDANCE CAREERS 10

HAPPINESS 66, 129, 131, 133, 147, 300, 317
HELPING SERVICE 227, 230, 236, 367
HEREDITY 15
HUMAN RELATIONS 128, 161
  improvements for, 396
  interpersonal relations 14, 181, 284, 310
  with peer groups 44, 174
  superiors/subordinates 181, 267, 393, 396, 408, 424
HUMAN RESOURCES 408
  abilities and skills 278, 309, 329
  aptitudes 192
HUMAN WORTH, p.17, 98
  see also SELF, esteem

IDENTITY
  knowledge of self- 400
  search for, 32
IMAGE, see SELF-CONCEPT
IMAGINATION, p.52, 333, 336
INCENTIVES, JOB 386

INDIVIDUAL DIFFERENCES
  abilities 36
INCOME, see COMPENSATION
INFERIORITY, PROBLEMS of, 42
INNOVATION, p.51, p.91, 325, 335, 337, 340, 344, 346, 347
INTELLIGENCE 281
  creativity 330
INTERESTS 8
  exploring 380
  related to aptitudes 23, 380
  for vocational choices 29
INTERNSHIPS, see WORK, experience
INTERVIEWS, see EMPLOYMENT

JOB
  advancements 207
  alienation from, 215, 404
  assignments 25
  changes in, 122, 404, 407, 410, 417, 420
  families of, 217, 272
  enrichment 304, 358, 387, 401, 411, 416, 418, 422, 423
  interviews 251, 259, 264, 265
  market, p. 45, p.83, 109, 122, 211, 251, 262
  performance 257, 258, 307, 317, 323, 355, 358, 360, 366, 377, 383, 396
  preparation for, 122, 123, 268, 397
  roles 260, 263
  satisfactions from, 85, 106, 118, 124, 130, 181, 203, 218
    see also NEEDS, satisfaction
  search and applying, p.47, 208, 252, 254, 259, 270, 417
  selection 109, 119
  specifications 268, 314, 401
  stresses and challenges 388
  test 253, 254
JUNIOR COLLEGES, see EDUCATION, 2-year institutions

KEY RESULT AREAS, p.32
  measurement, p.34

LEADERSHIP 235, 260, 288
  characteristics 282, 296
  government 364
  qualities of, 288, 375, 378
  training for, 285

LIFE
  marriage 129, 138
  negativism of, 13
  objectives 5, 140, 152, 154
  planning of, 3, 4, 129, 152, 153, 167
  purpose of, p.16, p.35, 152, 316
  style 1, 62, 98, 114, 126, 130, 138, 147, 188, 198, 246, 273, 324, 351, 359
  values of, 140
LIFE CYCLE, p.6, 153, 310, 412
LONELINESS 16, 31
LOVE 42, 50, 137, 297

MAN
  nature of, p.17, 16, 22, 156
MANIPULATION, human 44
MARRIAGE, see LIFE, marriage
Maslow, Abraham, p.32, 311, 312
MATURITY, see LIFE CYCLE
MID-CAREER CHANGE AND PLANNING 374, 388, 403, 407, 409, 410, 413, 420, 421
MINORITIES 24, 124, 144, 227, 238
MODELS FOR PERSONAL PLANNING, p.9, 20, 219, 294
MOTIVATION, p.13, p.50, p.89, 23, 64, 145, 166, 312, 314, 315, 317, 318, 386, 418
  abilities and, 203, 279, 323
  as controls 366
  career choice for, 7, 304, 320, 374, 380, 395
  creativity and, 330
  psychology of, 136, 137, 143, 311
  techniques for, 128, 169, 309, 350, 355

NEEDS 312, 322
  hierarchy of, p.32
  individual and societal 108
  satisfaction of, 101, 118, 271, 300, 309, 312, 374, 376, 387, 390, 395, 416, 418, 421, 423
    see also JOB, satisfaction

OBJECTIVE SETTING
  definition, p.60
  examples p.68
  process, p.4, p.67

OBJECTIVES, PERSONAL 5, 163
  characteristics of, 166, 239, 376
  criteria of, p.64
  definitions of, p.6
  examples, p.68
  general goals 161, 254, 360, 380
  goal setting process, p.61, 3, 219
  key result areas for, p.32, p.34
  long range 9, 168, 379
  results from, 158
  specificity of goals, p.62, 159
  values, and 54, 71
OCCUPATIONS, CHANGE OF, 117
  objectives for, 106, 379
  strategies for, 176, 189
OCCUPATIONAL 220, 248
  changes in, 117, 123, 252, 271
  choice of, 107, 108, 111, 156, 175, 196, 201, 376
  classification of, 270
  clusters 105, 115, 271
  entry into, 207, 252, 270
  exploring 111, 115, 214, 269
  information 399
  motivation for entry 199
  objectives 5, 106, 139
  qualifying for, 123, 214, 280
  sex differences in, 190, 217
  social status of, 220
  sterotyping 103, 121, 210
  success in, 135, 190, 215
  theories of, 200, 213
  trends in, 122
  see also CAREERS
ONTOGENY 6
ORGANIZATIONAL CHART 382, 424

PARENTAL INFLUENCES 21, 183, 196, 255
PATRIOTISM 237, 238
PEER INFLUENCE, see HUMAN RELATIONS
PERFORMANCES
  employee 25
  job 31
  substandard 32
PERSONAL DEVELOPMENT
  assets, p.21
  growth, p.40
  life enrichment, p.40
PERSONALITY 8, 184, 285, 289
  assessments, p.13, p.34, 215
  adjustments 44, 146, 148, 171, 306, 310
  creative 325
  development 137, 310
  occupations, and 29, 414
  theories of, 134, 146
  traits 290
  types of, 200
  understanding one's, p.10, 134
PERSONNEL MANAGER 265, 278, 373
PHILOSOPHY, PERSONAL
  of life 49
  process of building 316
PLACEMENT OFFICE 10, 250, 256, 392
PLANNING, PERSONAL
  analyses, p.7
  benefits of, p.7
  definition, p.1
  flexibility of, p.3, 162
  model, p.9, 20
  nondelegable, p.5
  objective setting 167, 398
  process, p.1, p.9
  self-organization 138, 284
  controls over one's resources 366
  span, p.2, p.46; steps in, p.8
POPULATION
  changes in, 76, 78, 86
  demographic shifts in, 83, 86, 98
  world 18, 76, 80
  see also ENVIRONMENTAL FACTORS
PREDICTION, see ASSUMPTIONS
PREFERENCES 67
PROBLEM SOLVING 155
  creativity, and 333
  identification of, 151
  methodologies for, 150, 151
PSYCHOLOGY, HUMANISTIC 40
PUBLIC SERVICE OCCUPATIONS 272

RECOGNITION 14
RECRUITMENT, see EMPLOYMENT
REJECTION 31
RESENTMENT 26
RESOURCES, PERSONAL, p.11
RETIREMENT PLANNING 25
RETRAINING, see CONTINUING EDUCATION
RESUMES, see EMPLOYMENT
RISK, FACTORS OF, 162, 164, 319

SATISFACTION, see NEEDS
SCHOOLING, see EDUCATION

SELF
  actualization 44, 102, 140, 141, 152, 295, 312, 315, 316, 319
  analysis, p.10, p.15, 4, 5, 29, 38, 44, 72, 130, 134, 163, 251, 309
  awareness of, p.5, 47, 141, 148, 200, 206, 227, 390
  concept (image) of, p.5, 3, 26, 38, 39, 136, 149, 184, 261, 277, 355, 376, 400
  confidence 286
  creativity and, 339
  definitions of, 134
  development of, 173, 177, 278, 291
  direction 295
  esteem and respect, p.17, 28, 30, 38, 228, 271
  evaluations of, p.15, 154, 286, 294
  identity 1, 49, 101, 136, 142
  initiative 264
  performance 34
  strengths and weaknesses, p.14, p.21, p.54, 290, 309
  support, p.36, p.72
  see also PERSONALITY
SELF-MANAGEMENT, p.47, p.85, 147, 166, 275, 279, 280, 286, 292, 293, 296, 301, 357, 358
  behavioral capabilities, p.49
  conceptual capabilities, p.50
  definition of, p.48
  dysfunctions of, 415
  functions of, p.48
  innovative capabilities, p.51
  objectives for, 157, 276
  technical capabilities, p.50
SERVICE OCCUPATIONS 236
SKILLS, see ABILITIES, APTITUDES
SOCIAL SCIENCES 93
SOCIAL SERVICES 227, 230
SOCIALIZATION
  of youth 21
SOCIETY 240
  changes in, 126, 229, 233, 234, 240
  classes of, 228
  responsibilities to, p.41, p.79, 97, 160, 224, 226, 229, 236, 241, 246, 299
  values, and 45, 52
  voluntarism 236
  work, and 231
STATUS RELATIONSHIPS 361
STRATEGIC ACTION PLANS, p.6, p.94, 150, 170, 207
  characteristics of, p.63
  control over use of resources 351, 352, 354
  personal policies as, 277
  risk factors of, 162, 164
  strengths and weaknesses 170, 219, 380
  synergy of, 337
STRESS 26, 30, 35, 303
SUCCESS 190, 275, 289, 291, 320
  characteristics 290, 323, 391
  vs. satisfactions 380

TECHNOLOGY 18, 51, 61, 75, 77, 79, 82, 89, 92, 97, 235, 247, 338
TESTING INSTRUMENTS, p.4, 178, 253
TIME, USE OF, 165, 258, 266, 302, 349, 352, 356, 363
TRAITS 290, 401
TRANSACTIONAL ANALYSIS 348

UNIONS 263, 375

VALUES, p.22, 27, 64, 144, 163, 194, 239
  behavioral 60, 69, 71, 136
  changes of, 50, 51, 56, 59, 63, 73, 183, 287
  classifications of, 52, 59, 65, 70, 185, 371
  conflicts in, 74, 350, 368
  criteria for, p.23
  definitions of, 56, 61
  and experience, 59
  heroes 45
  hierarchy of, 18, 140
  history of, 65
  as ideals 237
  interests and, 69
  job related 63, 110, 111, 113, 273
  judgments and, 22, 78
  nature of, 16, 52, 55, 67, 68, 69, 72, 73, 283
  philosophy of, p.16, 12, 55, 56, 68
  policies, as, p.24
  religious, p.16, 26, 138, 143
  service 227, 230
  sexual 21, 33, 76

social 50, 52, 57, 78, 174, 188, 225, 234
synthesis of, 60

WILL
behavioral process 22
WOMEN 190, 191, 320, 381
career roles 28, 104, 120, 210, 223
changing roles of, 210
liberation of, 120, 385
as managers 223
opportunities for, 116, 121
WORK 269
attitudes toward 75, 82, 101, 119, 128, 133, 249, 252, 261
commitment to, 308
definitions of, 101, 102, 263
demands of, 281
ethics of, 62, 63, 101, 110, 181, 258, 308
experience and, 214
man's need for, 248
measurement of success in, 274, 300
objectives for, 254
roles in, 260
technology and, 75

YOUTH
motivation of, 145
problems of, 183
protest of, 234
revolution of, 21, 62, 188
sex education and, 148
socialization of, 21, 244
values and, 59, 140, 144, 160

CE 007 808